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Using the Initial Teaching Alphabet to Improve Articulation. Children's Workbook and Index for Parents.

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Designed to enable parents to help preschool, speech handicapped children enrolled in a program of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Ten activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming. (RP)

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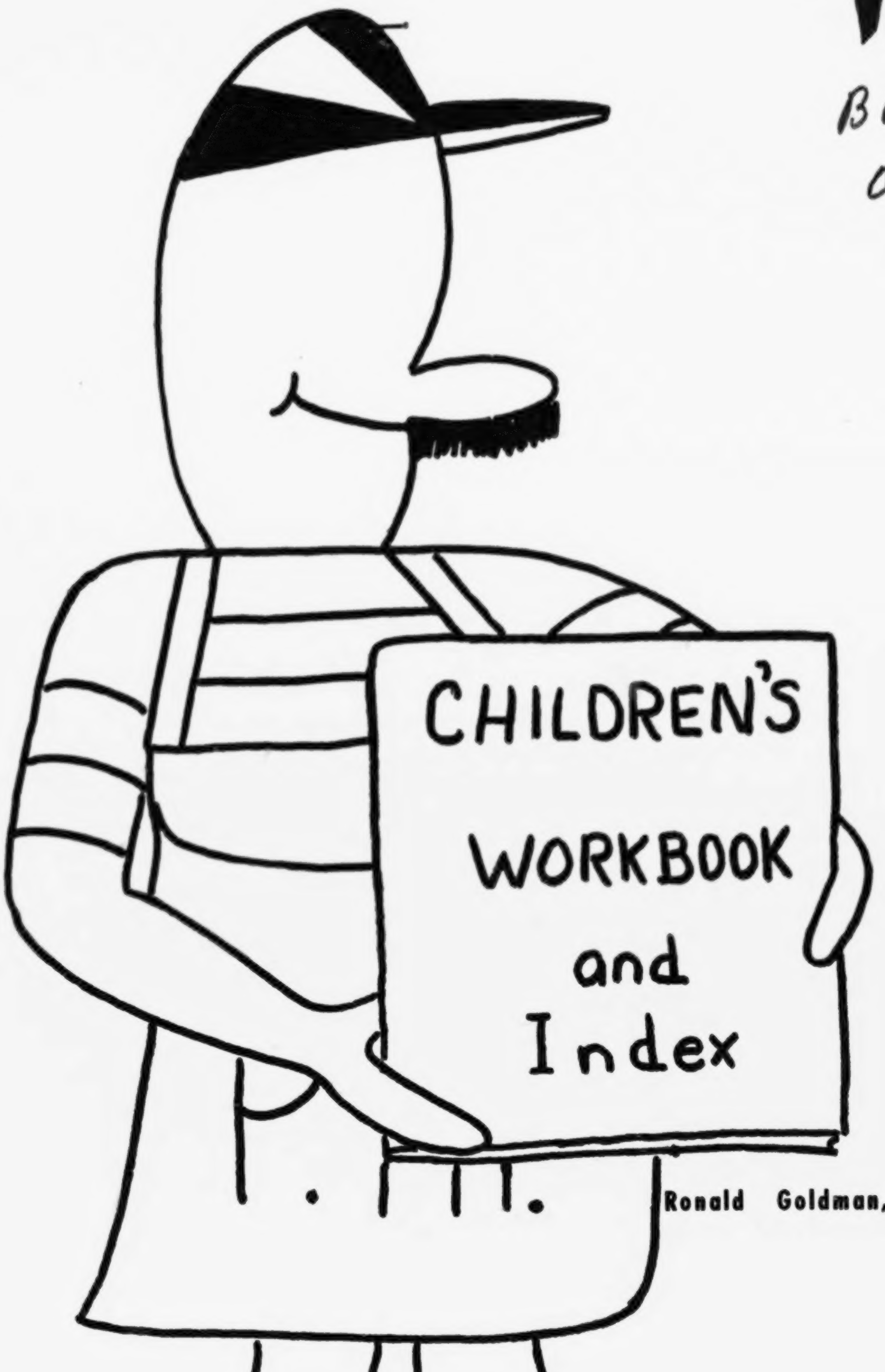
CHILDREN'S
WORKBOOK
and
Index

Submitted by:
Ronald Goldman, Principal Investigator

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USING THE INITIAL TEACHING ALPHABET TO IMPROVE ARTICULATION

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CHILDREN'S
WORKBOOK
AND
INDEX
FOR PARENTS

ITA As An Adjunct to Speech Therapy
Introduction to Parents

In working with children with articulation problems it is much easier to correct a child's speech when he has the ability to read. The use of reading as a method of visually stringing together sounds and coming up with appropriate words is most helpful. This tool, however, is unavailable to the speech pathologist when the child has not been exposed to reading symbols. To train the young child to read, utilizing our conventional alphabet, becomes an extremely difficult task in view of the fact that there are so many inconsistencies involved within the 26 letters of our alphabet. This makes for a great deal of confusion in the child as well as in many adults. If the child can be taught a set of visual symbols (an alphabet) the learning of better speech might be facilitated. An alphabet which has only one sound production for each visual representation yet similar to our present alphabet would be easier for a preschool child to learn and use. In teaching speech to preschool children (4 to 6 years of age) the speech pathologist is limited to the hearing sense as the main method of retraining or changing inappropriate speech patterns. The teaching of new sounds is not the difficult task, but the utilization of these sounds in everyday words and conversation is much more difficult to achieve. The child who is taught auditorily that c occurs in the word cat has to remember not only the sounds that exist in the word, but also the correct order of these sounds. Otherwise he is just as likely to come out with the correct sounds in an inappropriate order, for example, the words tack of act. In other words, the child can easily be confused in terms of which sound goes where and then in what order. The child is forced to learn this extremely difficult and complicated task, relying almost entirely on hearing as the main learning or relearning sense.

The use of i.t.a. provides us with a means of using the sense of vision in teaching these basic requirements of speech. Children can then use this sense along with hearing in order to correct articulation. It is felt by most authorities that better learning occurs through multisensory training than through unisensory training. The child with this multisensory training no longer has to depend upon the fleeting auditory experience to learn, but can now use the visual symbols placed in front of him to practice and on which to attach meaning.

The i.t.a. was developed by Sir James Pitman, This system has been in use for several years throughout a large number of schools in England and has been picked up by many American educators. These educators have indicated that four and five year old children are most capable of learning the i.t.a. symbols and combining these symbols into words. They also found that the transition from i.t.a. symbols to our traditional alphabet is extremely easy and has actually facilitated the reading process.

The success of this project, to a great extent, will depend upon your cooperation and assistance in carrying out the speech training program instituted. The child will receive materials in workbook fashion which will include a code number on the top of each sheet. The code will be explained in the Child's Workbook Index. The activities are provided to reinforce the speech program. Many of these activities may not be appropriate to your child's interests, therefore, it will be necessary for you to discuss the specific problems with the speech pathologist.

It is imperative that these activities be carried out in a play-type setting, with little or no pressure being placed on the child for learning the correct symbols or sounds. It is suggested that a special time be set aside each day for the parent and child to work together. A quiet place, away from the activities of the other members of the family, should be chosen for each session. This should be carried out at a time when the child is rested and the parent can be relaxed and free from other responsibilities and distractions. A period of 15 to 20 minutes would be a desirable length of time to be devoted to one session, but if the child becomes tired it should be discontinued until a later time.

Directions

This index is to be used in conjunction with the manuals brought home by your child. On the top of each sheet of the manual you will find a code number which refers to a section within this index. Turn to the requested section and find the appropriate number within. Read it and then interpret to your child.

AD

Auditory Discrimination

AD1 Tell the child that you are going to name the pictures and that some of the pictures start with the sound for this unit. He is to listen and color or circle each picture in which he hears his sound at the beginning of the word. If he has difficulty hearing his sound, emphasize it as you say the word again. Have him watch you as well as listen when you say the words. Remind him of the sound he is listening for.

AD2 Say the name of the picture and have the child listen for the first sound that he hears in each word. He should then say that first sound and find it on the right side of the paper. Have him draw a line from the picture to the correct sound.

AD3 Say the name of each picture and have the child listen for the beginning sound. Have him circle the correct sound from the choice of those listed. If he has difficulty with this task, go back and say the name of the picture again substituting each of the sounds listed under the picture such as peel, eel, feel, etc. Then ask the child which is the right way to say the word eel.

AD4 At the top of the page you will see one or more sounds for which the child is listening. Take one sound at a time, circle it in a particular color such as red, name all of the pictures and have the child listen for that particular sound at the beginning of the word. When he hears it, he should color the picture with the same color in which the sound is circled. Continue until all of the sounds listed are circled.

AD5 Have the child say each sound and draw a picture of some object which starts with each sound.

AD6 Have the child circle each sound as you say it for him. Do not say the sounds in the order that they appear on the page. Next have him color in the circles as he says each sound.

AD7 Have the child color each design or picture as you say the sounds. Do not say them in the order that they appear on the paper. Say each sound individually.

AD8 Have the child start with the first picture. Have him listen for the sound in this unit as you say the words. Have him mark out all the words which do not start with his new sound.

AD9 Say the name of each picture on the left and have the child identify the first sound. Then have him listen as you say those pictures on the right. He should mark the picture which has the same beginning sound.

AD10 Say the name of each picture and have the child listen and color only those pictures which begin with the sound listed on top of the page of the child's booklet.

VD

Visual Discrimination

VD1 Have the child print the sound for this particular unit with his stamp kit beside the matching sounds.

VD2 Have the child circle, x out, or mark in some way the pictures or designs on the right which are identical to those on the left.

VD3 Have the child use his stamp kit to reproduce all of the sounds that he sees on the page. He should stamp the _p_ beside the _p_, the _f_ beside the _f_, etc. He should say each sound as he reproduces it.

SS

Sound Sequencing

SS1 Have the child say each sound aloud as he circles it. Have him color the circles as you say the sounds for him.

SS2 Have the child say each sound combination in broken fashion, for example, p - ɛɛ, making no attempt to blend the sounds together.

SS3 Have the child say the first combination on the left in broken fashion and proceed to the right breaking each combination as he continues across the line until he finds the combination that matches the one on the left. Have him circle the correct combination.

SS4 Have the child pretend that he is climbing the steps as he says each sound. If he misses a sound, he falls all the way to the bottom and must start over. In order to complete the steps he must say all of the sounds correctly.

SS5 Say the sound combinations for the child. Say them in broken fashion; do not blend them together. Have him listen and circle the sequence that he hears. This activity is for the purpose of stressing the correct sequence of the sounds. Make sure that he circles exactly what you say and does not circle the reversed combination.

SS6 Give each child a blank sheet of paper and the stamps from his kit that he has had up to this point. Go through the various combinations again and have him stamp the sound sequence that he hears. Again make sure that he stamps them in the correct sequence. It may be necessary to hold up the thumb as you say the first sound and the index finger as you say the second in order for him to remember which is first.

SS7 Have the child say each combination, breaking it (p - ɛɛ). Cover up the combination immediately after he says it and see if he can say it from memory. Then have him stamp it.

SS8 Have the child color the correct design or picture containing the sound sequence as you say it. Stress the correct sequence by asking the child to tell you which sounds come at the first, middle and last part of the sound combination produced.

SS9 Give out the various sounds that the child has had up to this point. Give some of them out individually such as p, f, etc. Give some in a two sequence combination such as pɛɛ. Give them in broken fashion. Do not blend them together. Have him stamp the sounds he hears.

SS10 Have the child say each sound contained within the design. As he says each of them correctly have him color that particular design.

SS11 Have the child color the design or picture as he says the sound.

SS12 Have the child say each sound as he connects the dots.

SS13 Have the child say each sound going from left to right. Have him circle only the sound which he is working on at this particular time.

S

Synthesis

S1 Have the child break each combination and then attempt to blend it together. If he is unsuccessful in the blending process, you should blend it for him, letting him hear it in both broken and blended fashion. Then have him repeat the activity by himself.

— — = break

‿ = blend

S2 Have the child say each combination, breaking the ___ ___ sounds and blending the ‿ sounds.

S3 Have the child break, blend and match. He should break each word, blend it, and draw a line to the matching picture.

S4 Have the child draw a string on each balloon as he breaks and blends each combination.

S5 Have the child break and blend each combination. If he is unsuccessful in the blending process, you should blend it for him letting him hear it in both broken and blended fashion. Then have him repeat the activity. Have him tell you a sentence with each word.

S6 Have the child "sound out" each sentence. Ask him a question about the sentence such as, "What did you see?" Have him say the whole sentence. (see say) means that he reads the sentence using see and then reads it using say.

S7 Have the child color each design as he breaks and blends the sounds.

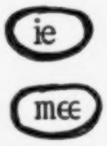
S8 Have the child "sound out" each sentence. Ask him a question about each sentence after he reads it.

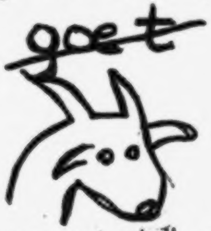
S9 Have the child break and blend the "at" combinations at the bottom of the page. Say to the child: "At" is a little word. We can put other sounds in front of "at" and make many words. Have him break the words and blend them. If he gets them correct let him draw an apple around them.

S10 Have the child break and blend the "am" combination at the top of the page. Explain that just as with "at" you can put sounds in front of "am" to make new words. Then have him break and blend the "am" triplets.

S11 Have the child "sound out" each sentence. If the picture correctly represents the sentence or if the sentence is true, have him check yes. If it does not or is not true, have him check no.

S12 Have the child "sound out" each sentence and find the picture that goes with the sentence. He should mark the key word in the sentence the same way as the picture is marked, i.e.





S13 Use this sheet as you would in a "hopscotch" game. Break and blend the combination that the button lands on.

S14 Have the child "sound out" the sentence or story and mark the correct picture.

S15 Have the child break and blend the combination on the left. He should then take each sound on the right and add it to the first of the combination. If it makes a word talk about the word. If it does not, go on to the next sound. Continue until all combinations have been discussed.

S16 Have the child "sound out" the sentences filling in the blanks by circling the correct sounds.

S17 Have the child break the word, blend it, and color the correct picture.

S18 Have the child "sound out" the sentence and circle the correct sound.

S19 Have the child break and blend each word. Have him find the sound for this unit, circle it, and tell you if it is at the first, in the middle, or at the end of the word.

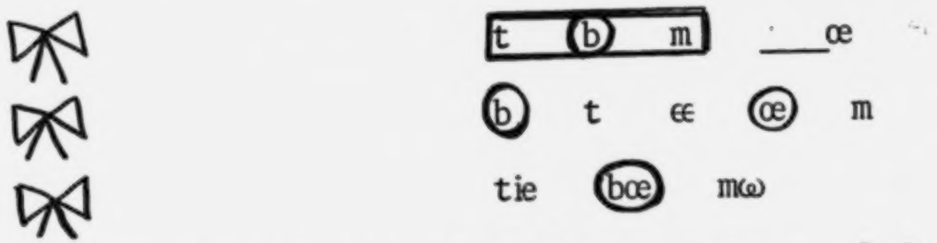
S20 Have the child "sound out" the sentence, find the appropriate picture or pictures, and circle it (them). Then have him "sound out" the name of the picture and stamp the sound sequence on the spaces indicated.

A

Analysis

A1 Name each picture and have the child break it, i.e., boy--b-ɑi. Then have him draw a line from the picture to the correct sequence of sounds. If he has difficulty breaking the word, hold up your thumb and ask him what sound he hears first when you say boy and what sound is last, as you hold up your index finger.

A2 Have the child listen as you say the name of the picture, break it, and find the sounds that go together to make the word and circle them.



A3 Have the child "sound out" the sentence. When a picture is substituted for a word he is to say the name of the picture and break it. If he has difficulty ask him such things as what does it start with? What comes next, etc.? Have him then circle the correct word.

A4 Have the child listen as you say the words in blended fashion. Do not break them. The child must listen and break the word he hears. He must then circle it or color it, whichever is appropriate for the sheet.

A5 Have the child listen as you name each picture. He should then break it and circle the correct word.

A6 Have the child listen as you name each picture. He is to break the name and circle the beginning sound.

A7 Have the child break the name of each picture and circle the final sound in each word.

A8 Have the child listen as you say the name of each picture. He is to break the word, identify the first sound, and stamp it with his stamp kit.

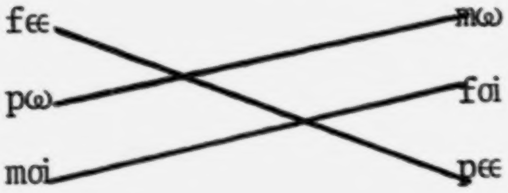
A9 Have the child listen as you say the name of each picture. He is to break the word, identify the missing sound and stamp it with his stamp kit.

A10 Have the child "sound out" the sentences. When a picture is substituted have him break the name of the picture and stamp in the correct sounds.

R

Rhyming

R1 Have the child say each combination, breaking and blending. Then have him say the first combination again and see if he can find the one on the right side that sounds like that one.



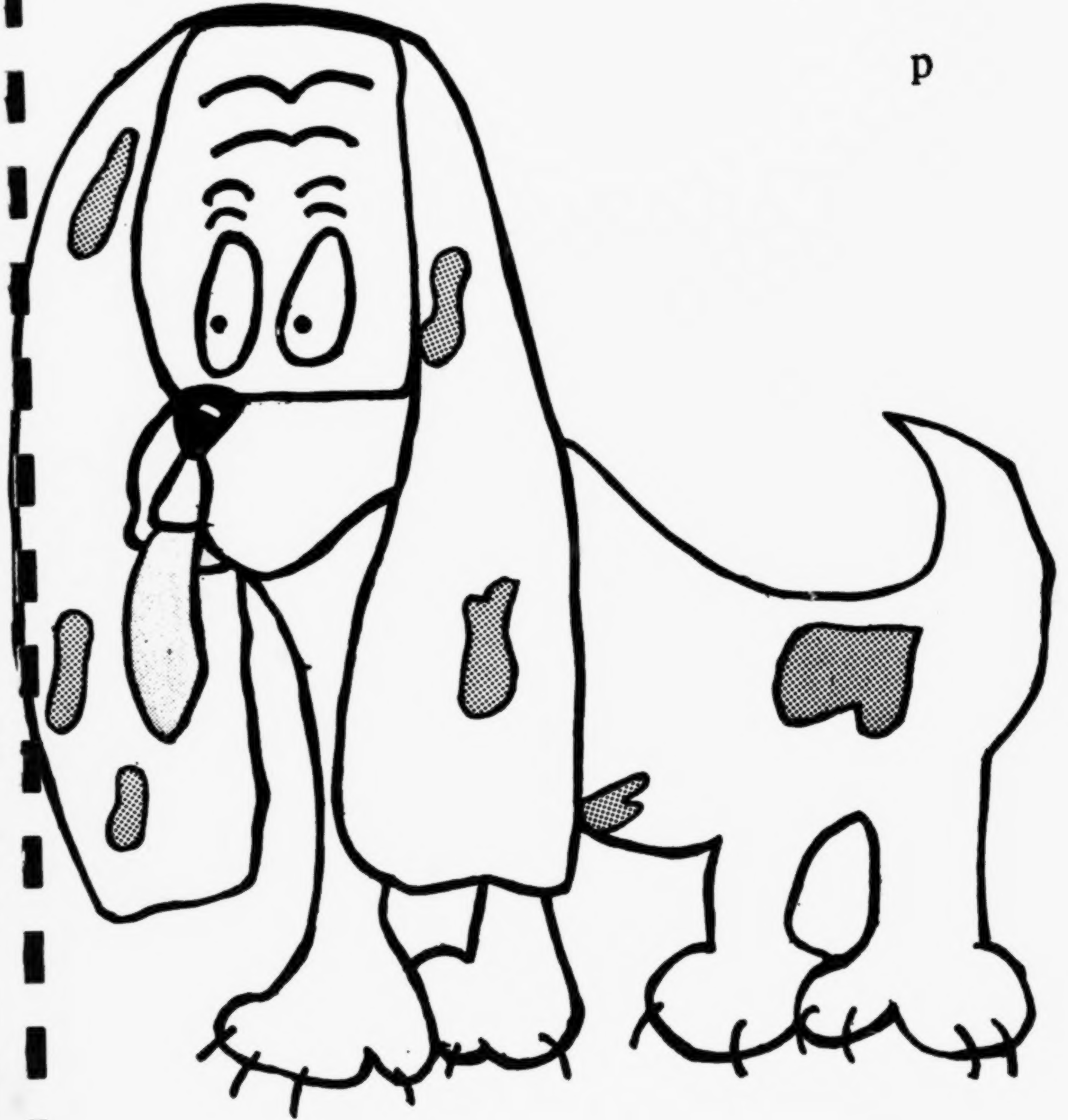
R2 Talk about the ears found on this page. Let the child break and blend all of the words contained in each ear. Tell him that these words sound alike and that the last sounds look alike. Then you say two words and see if he can tell you if they sound alike. Say the words in blended fashion such as bee, fee, and tœ, tω. Have him answer by saying same or not the same. If he has difficulty write the words so he can see the final endings.

R3 Have him listen as you name the first picture on the left and then name those on the right. Have him draw a connecting line from the words on the left to their rhyming counterpart on the right.

R4 Have the child break and blend the first sound combination on the top line. Then have him break and blend the combinations on the bottom line. He is to color the ice cream cones that sound like the same color.

R5 Have the child break and blend the first word on the left. He must then do the same for all of the words on the right. Have him draw a line from the one on the left to the one or ones on the right that rhymes with it.

p



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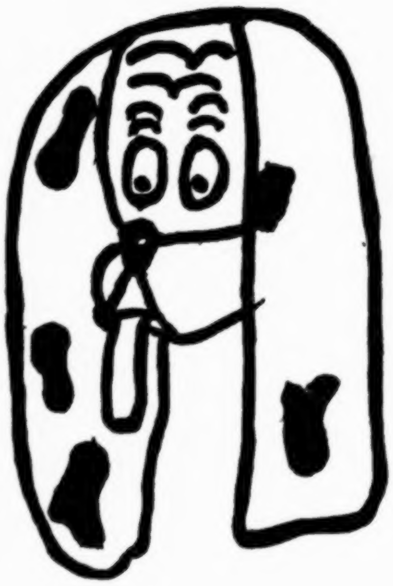

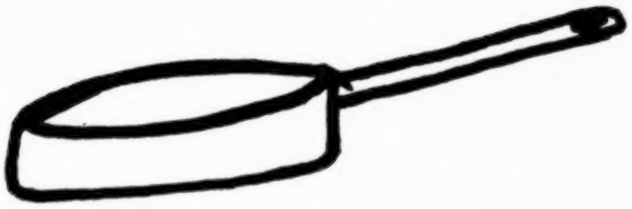

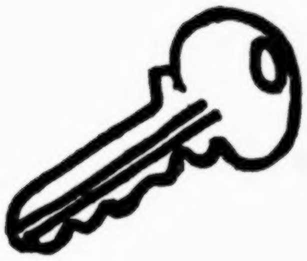

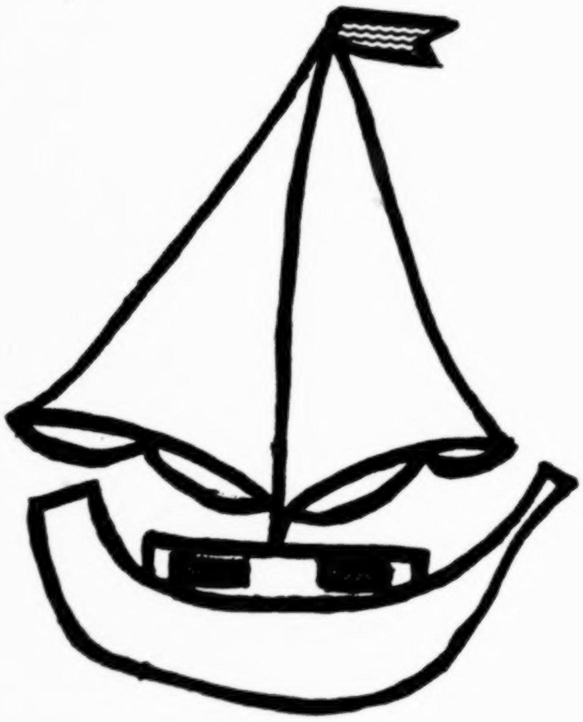

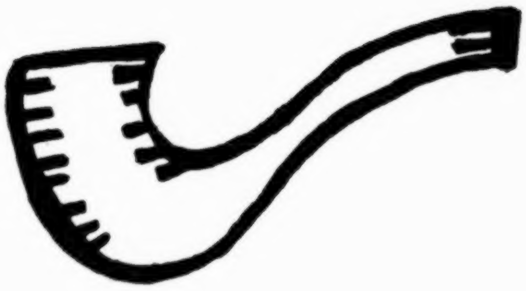

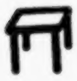
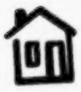
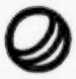

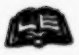
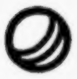
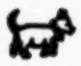
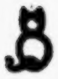
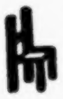
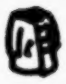
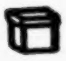
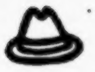
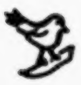
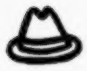
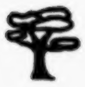
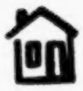

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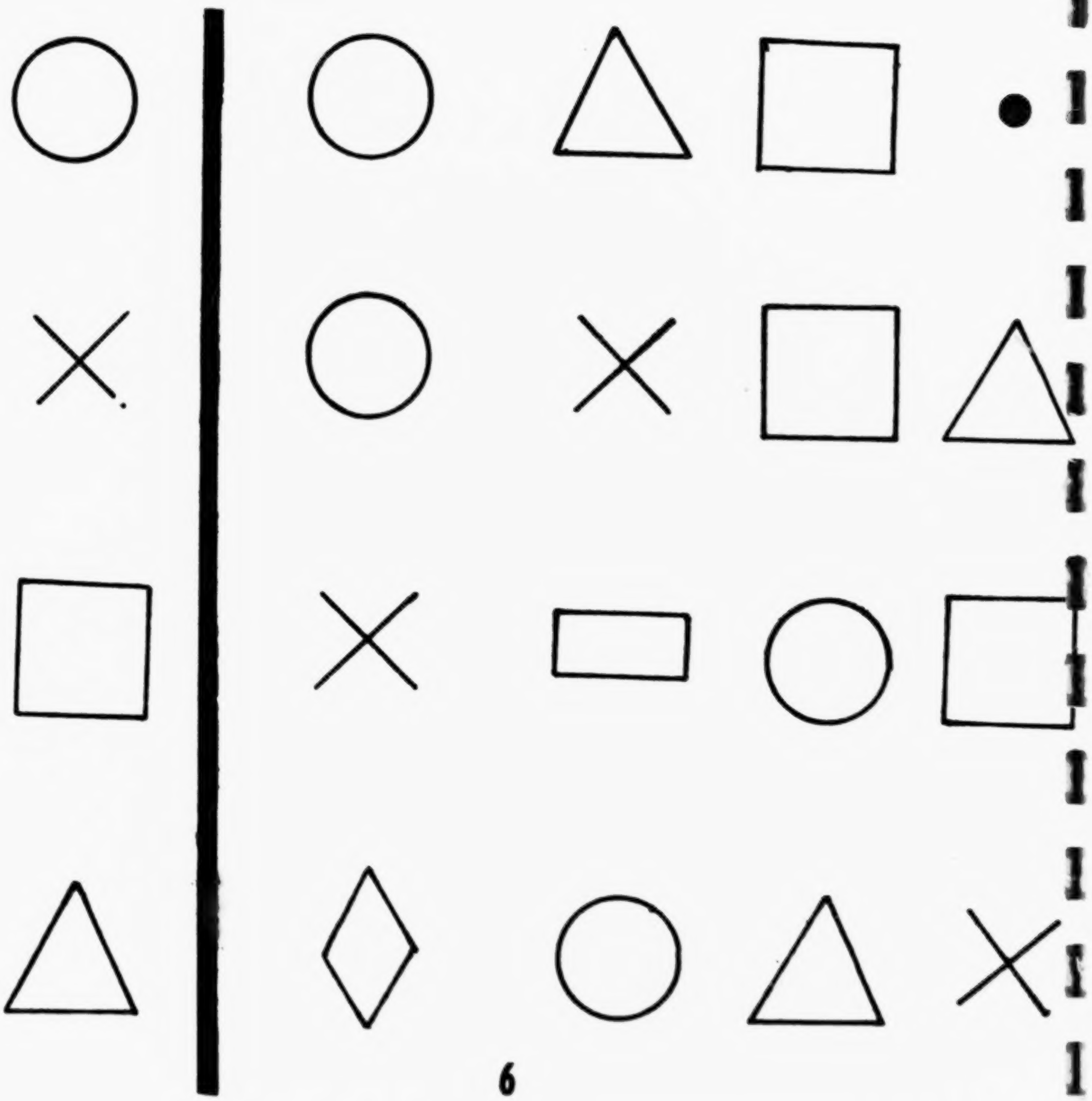

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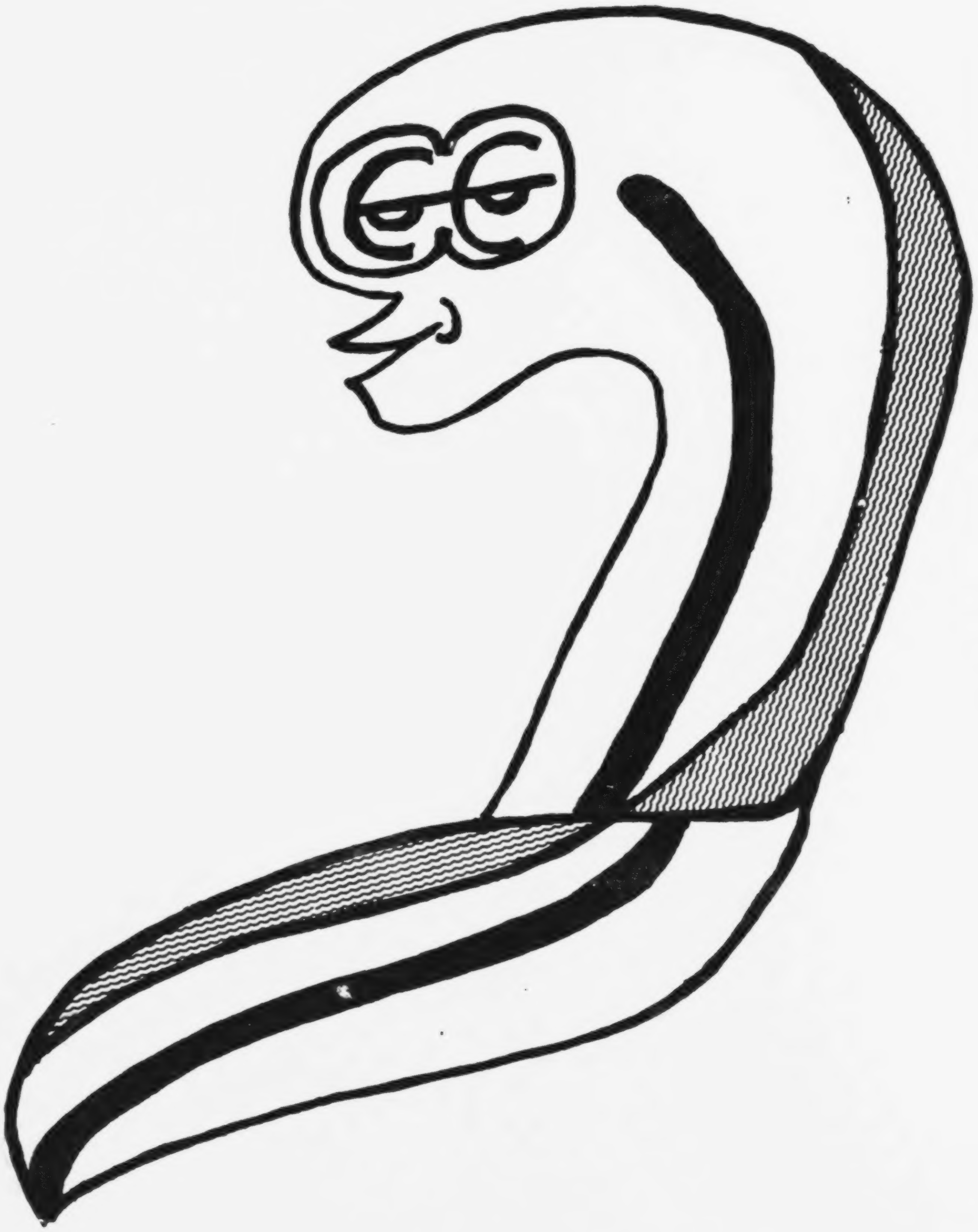
Prepared at the Bill Wilkerson Hearing Speech Center
by
Ronald Goldman, Ph.D. and Martha E. Lynch, M.S.



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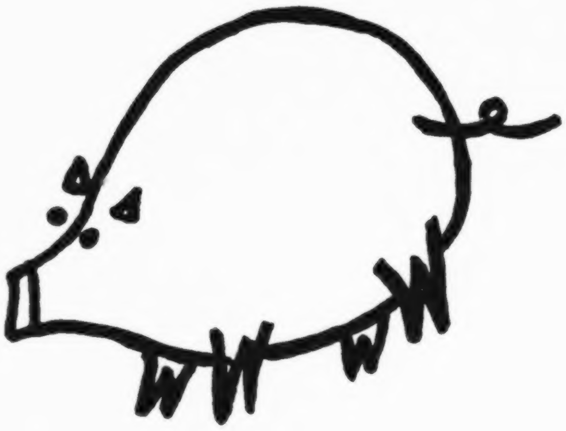

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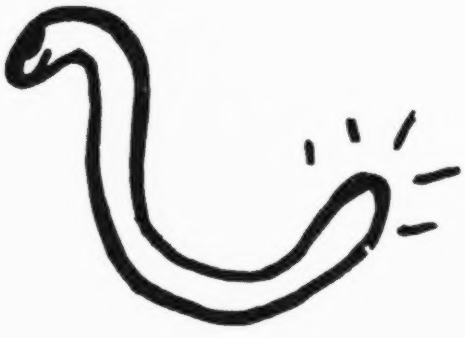

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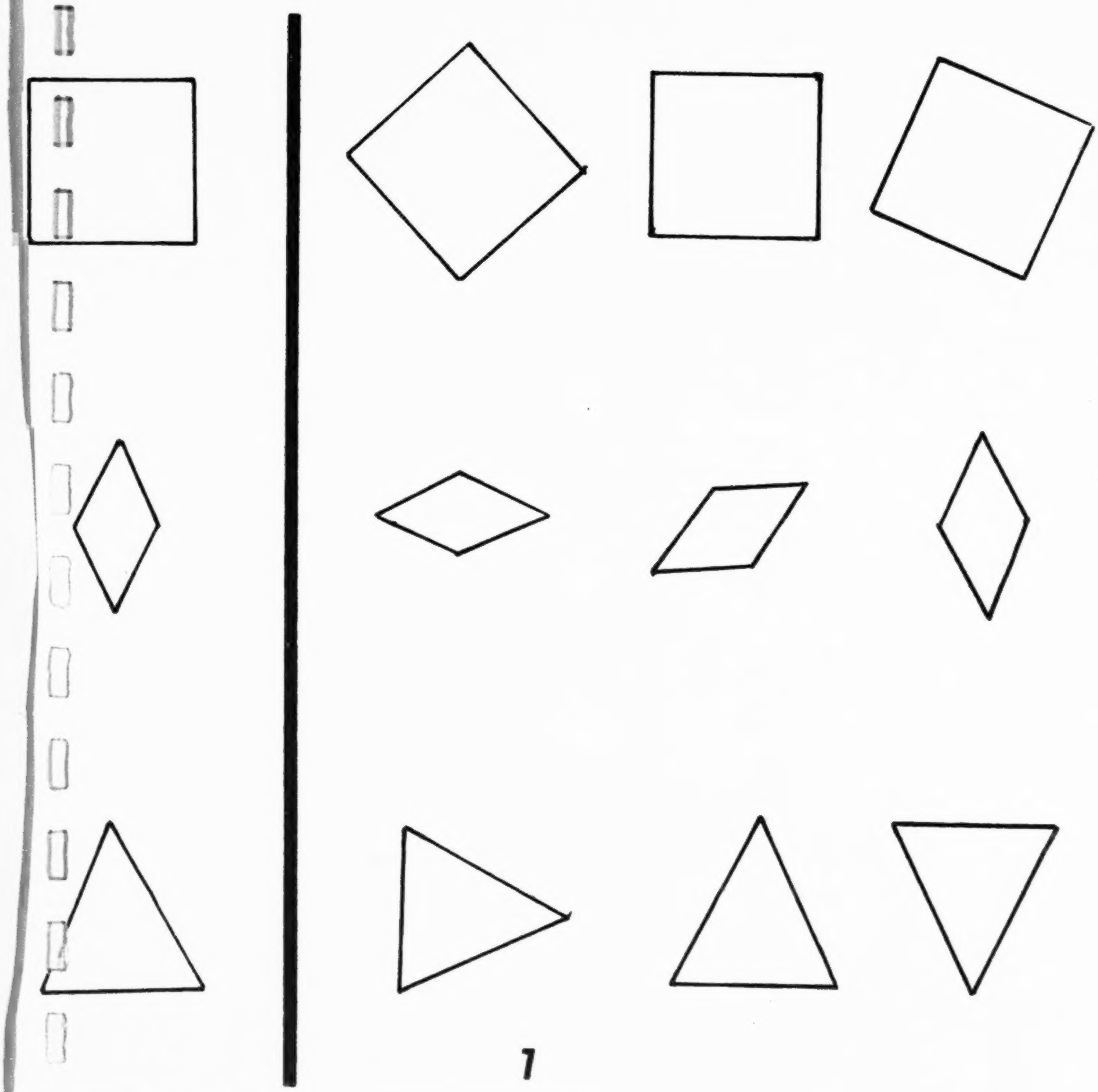

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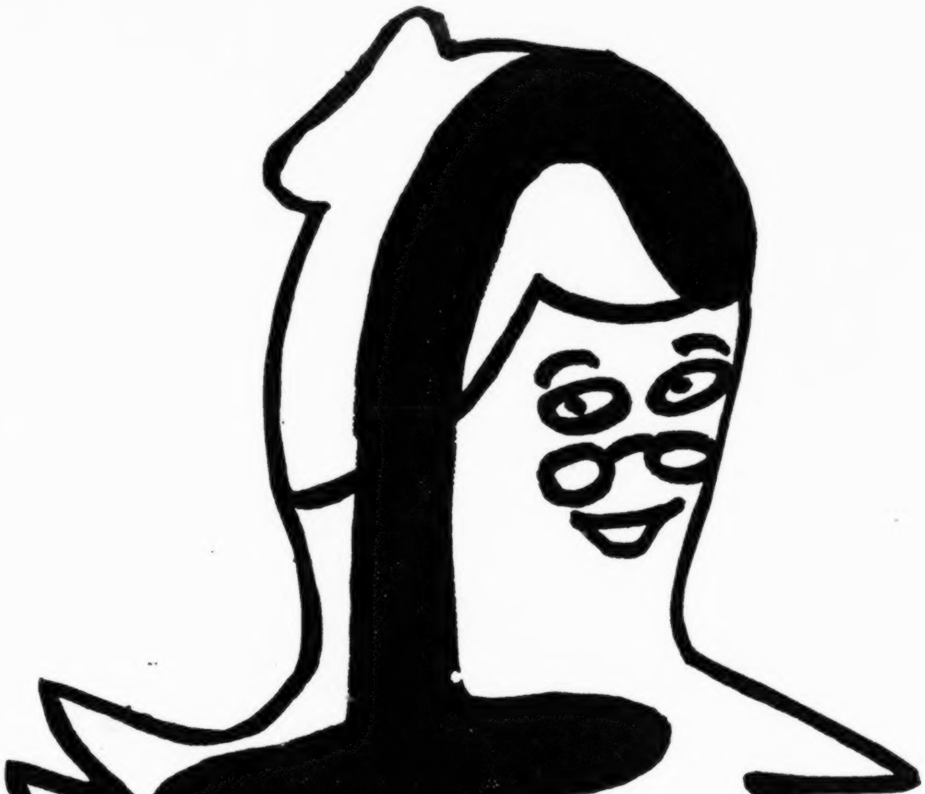

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SS2
SS5

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ϵϵ p f ϵϵ

SS3

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fϵϵ	fϵϵ	pϵϵ	pϵϵ
ϵϵf	ϵϵp	ϵϵp	ϵϵf
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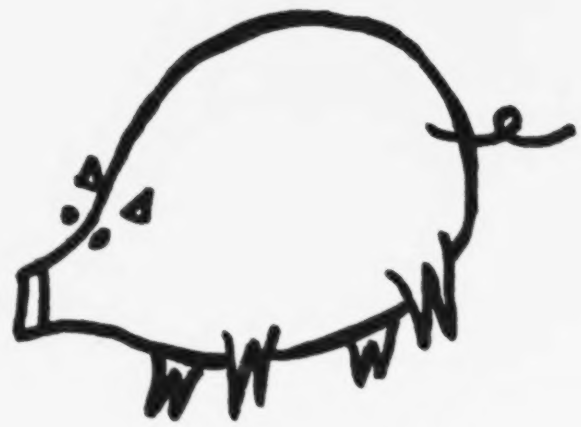
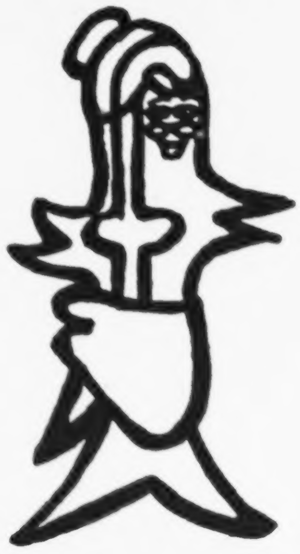
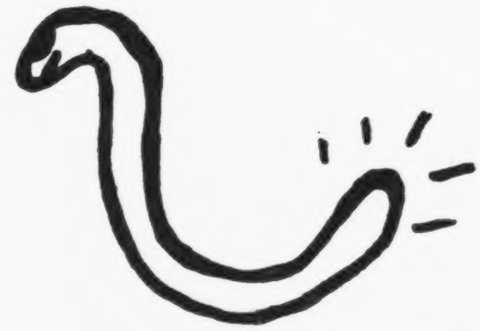
AD2







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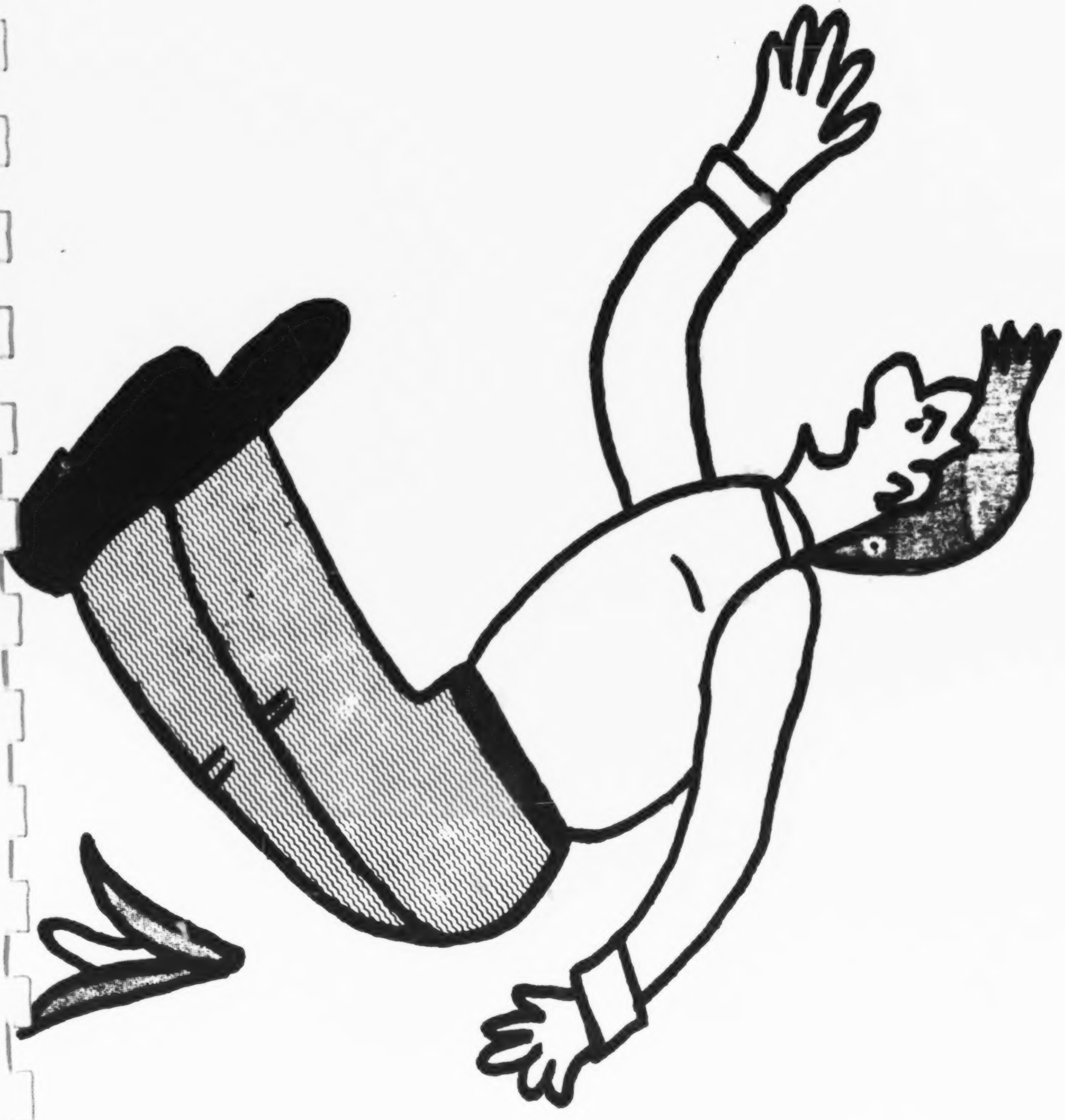

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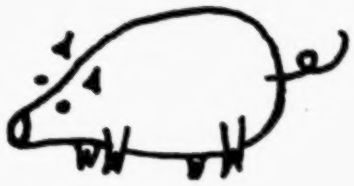

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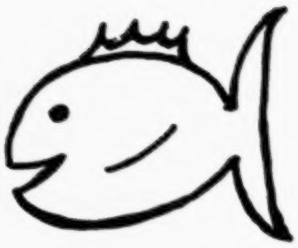

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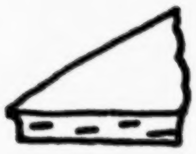

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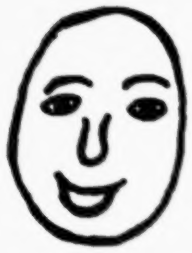

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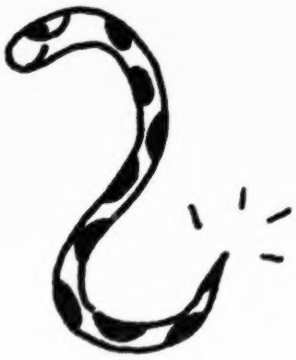

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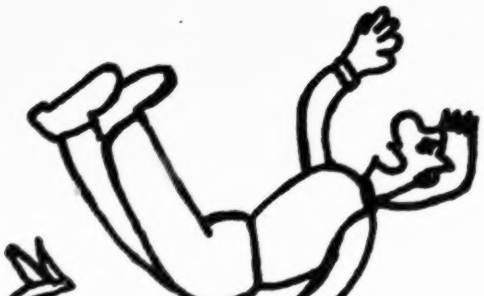

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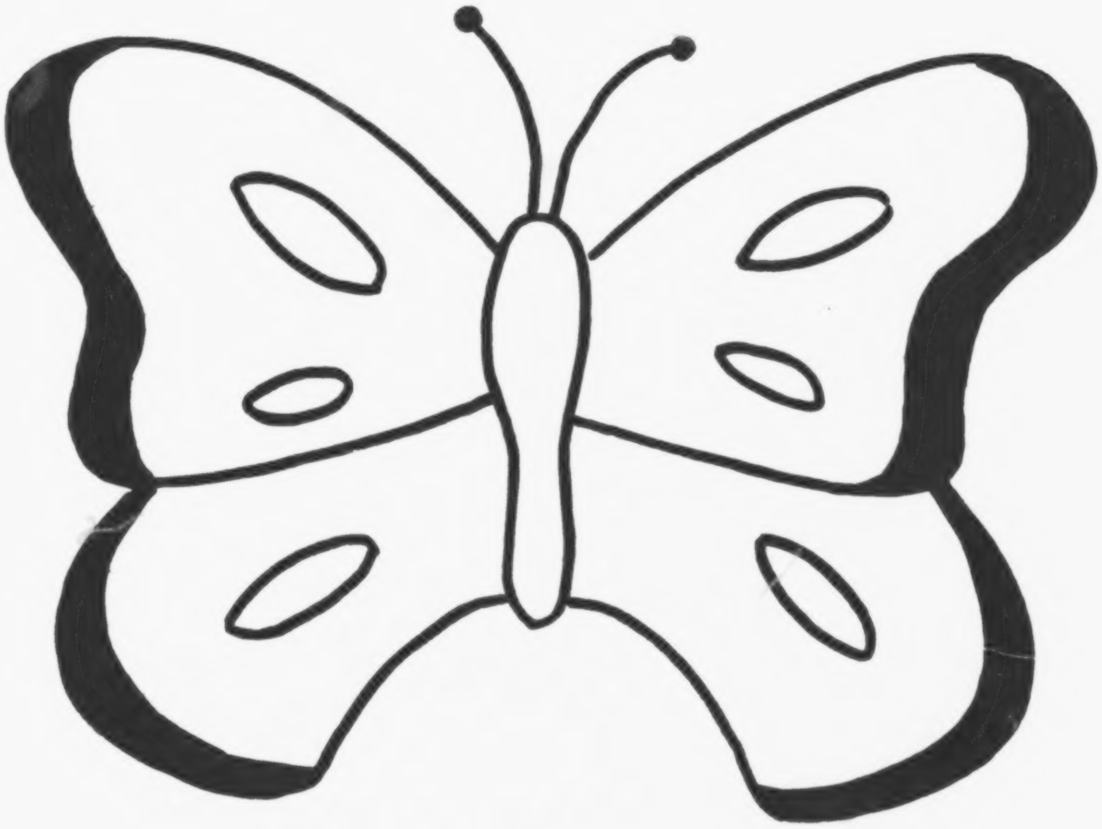
m



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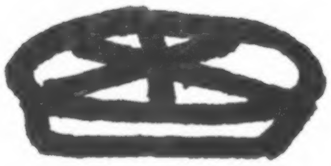

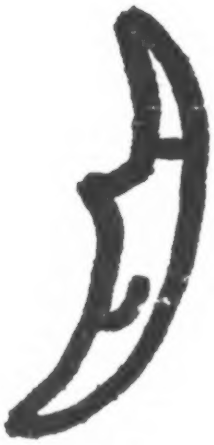

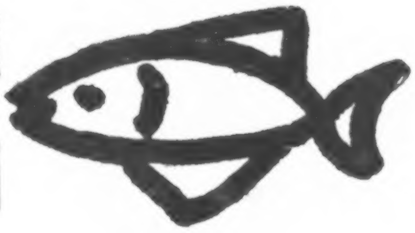

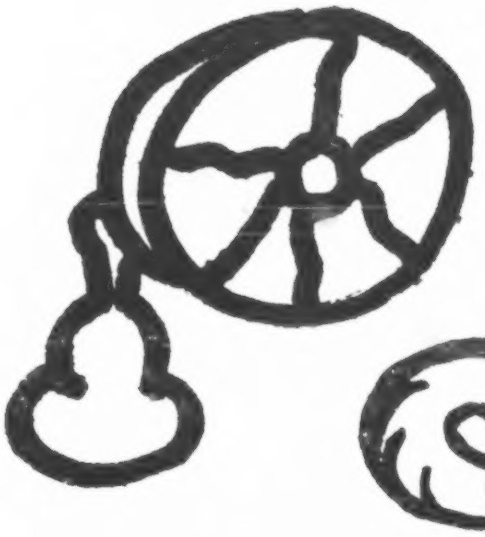

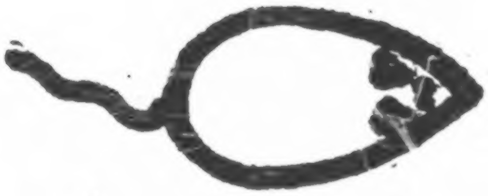

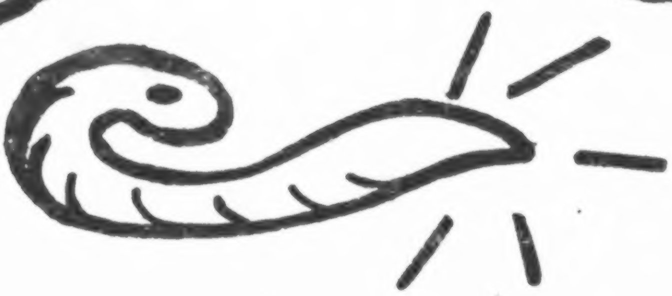

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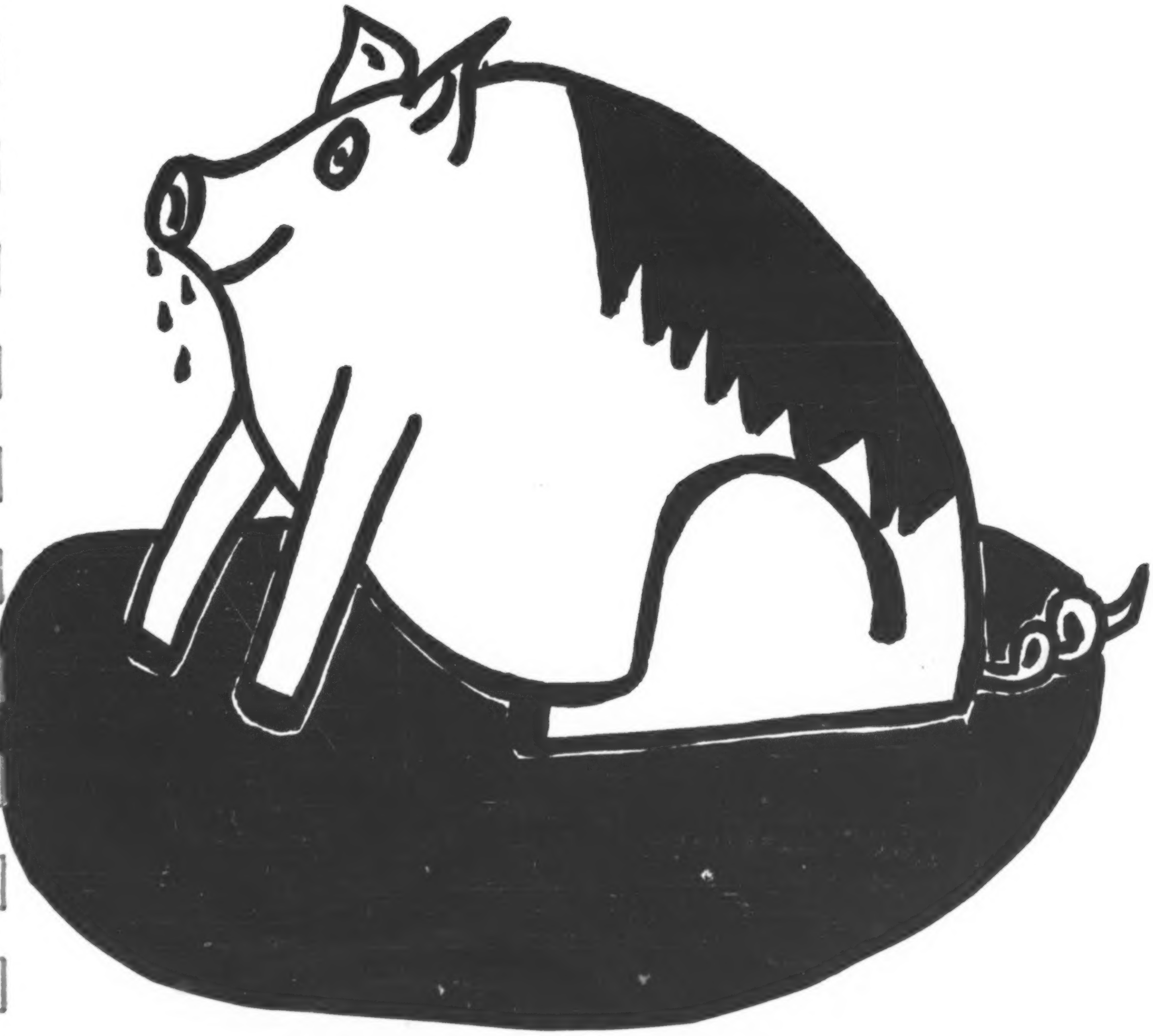

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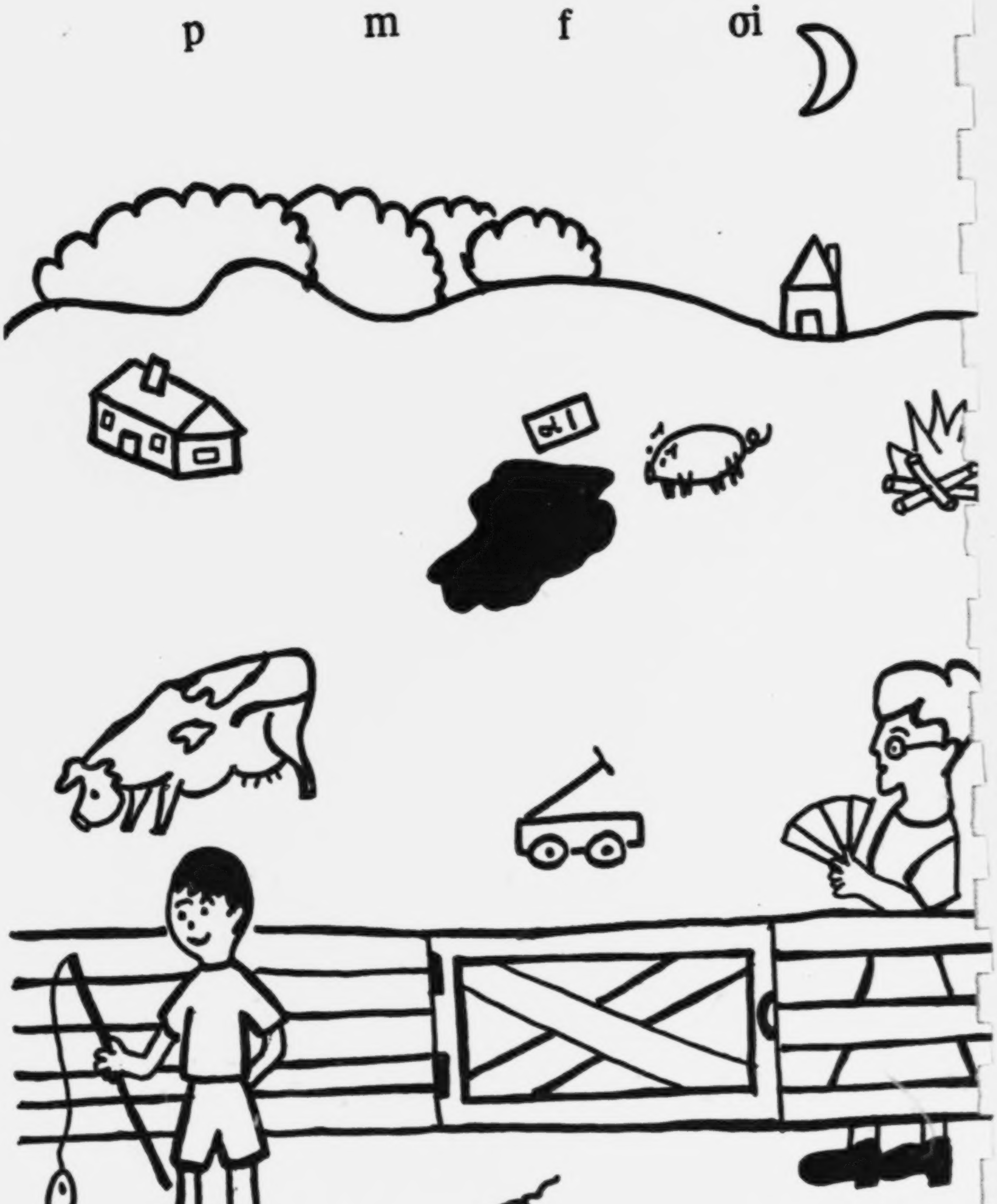

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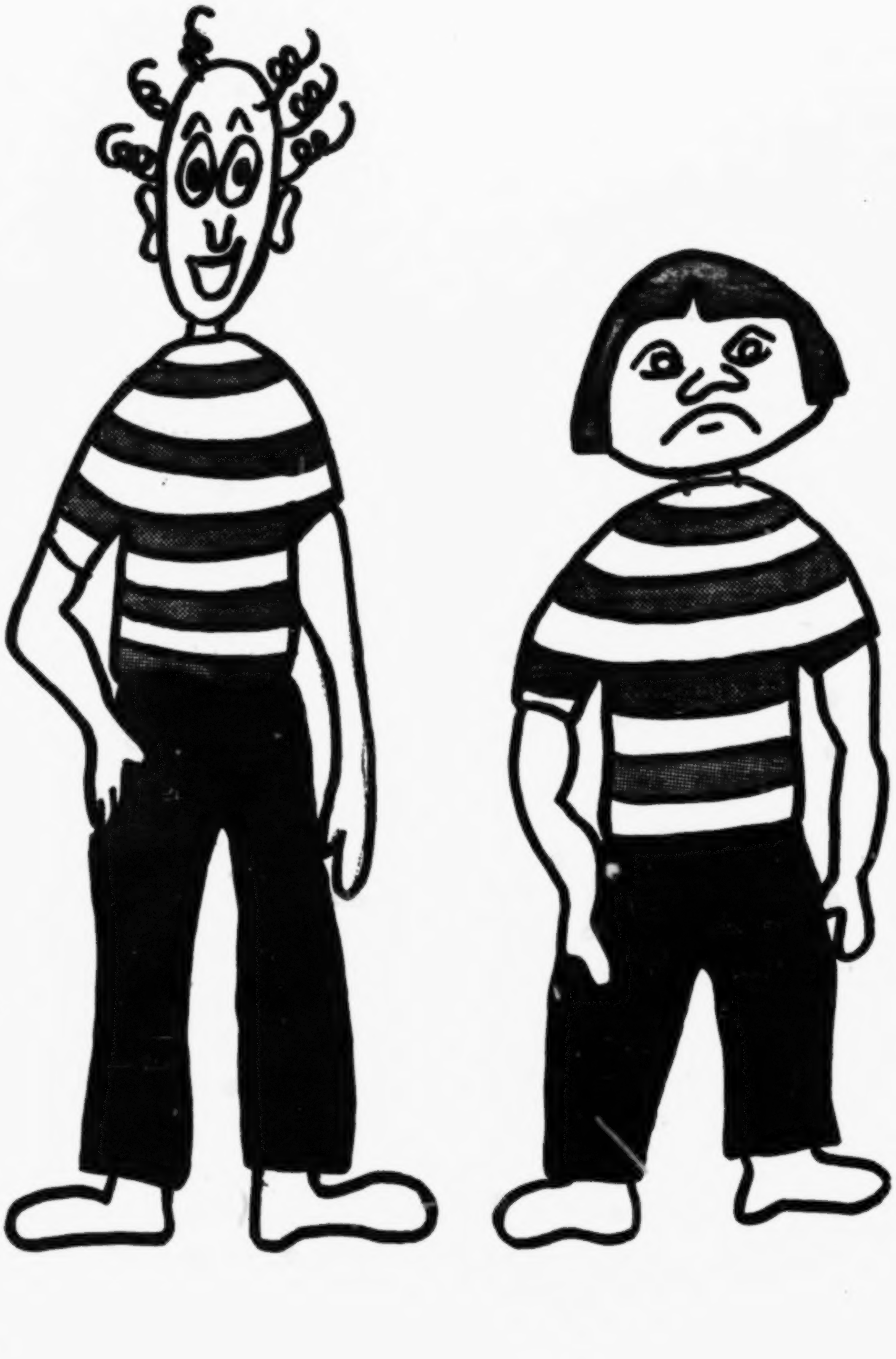

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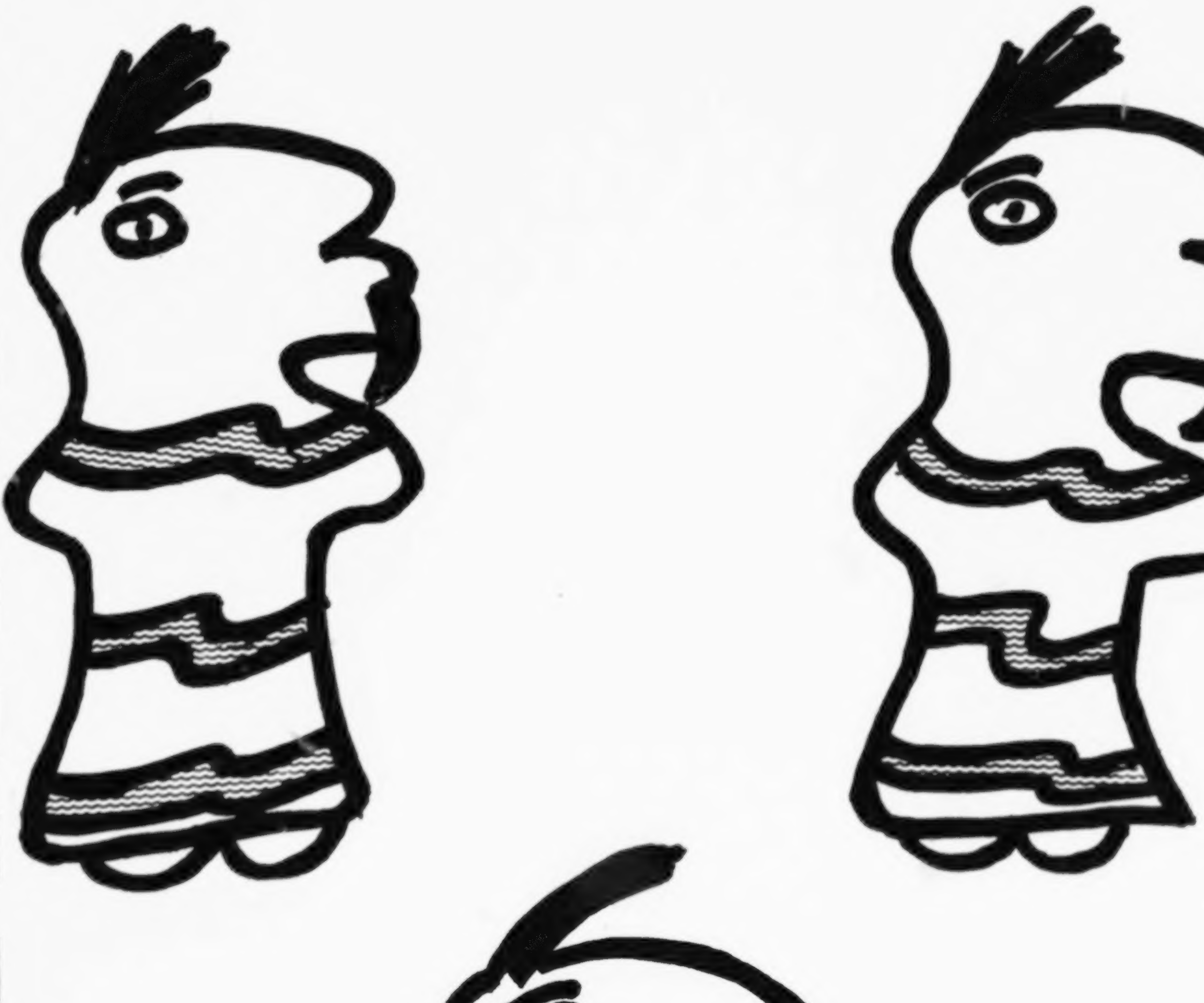

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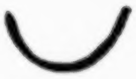
œb 

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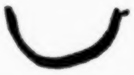
ωb  ω̲ b͜ω

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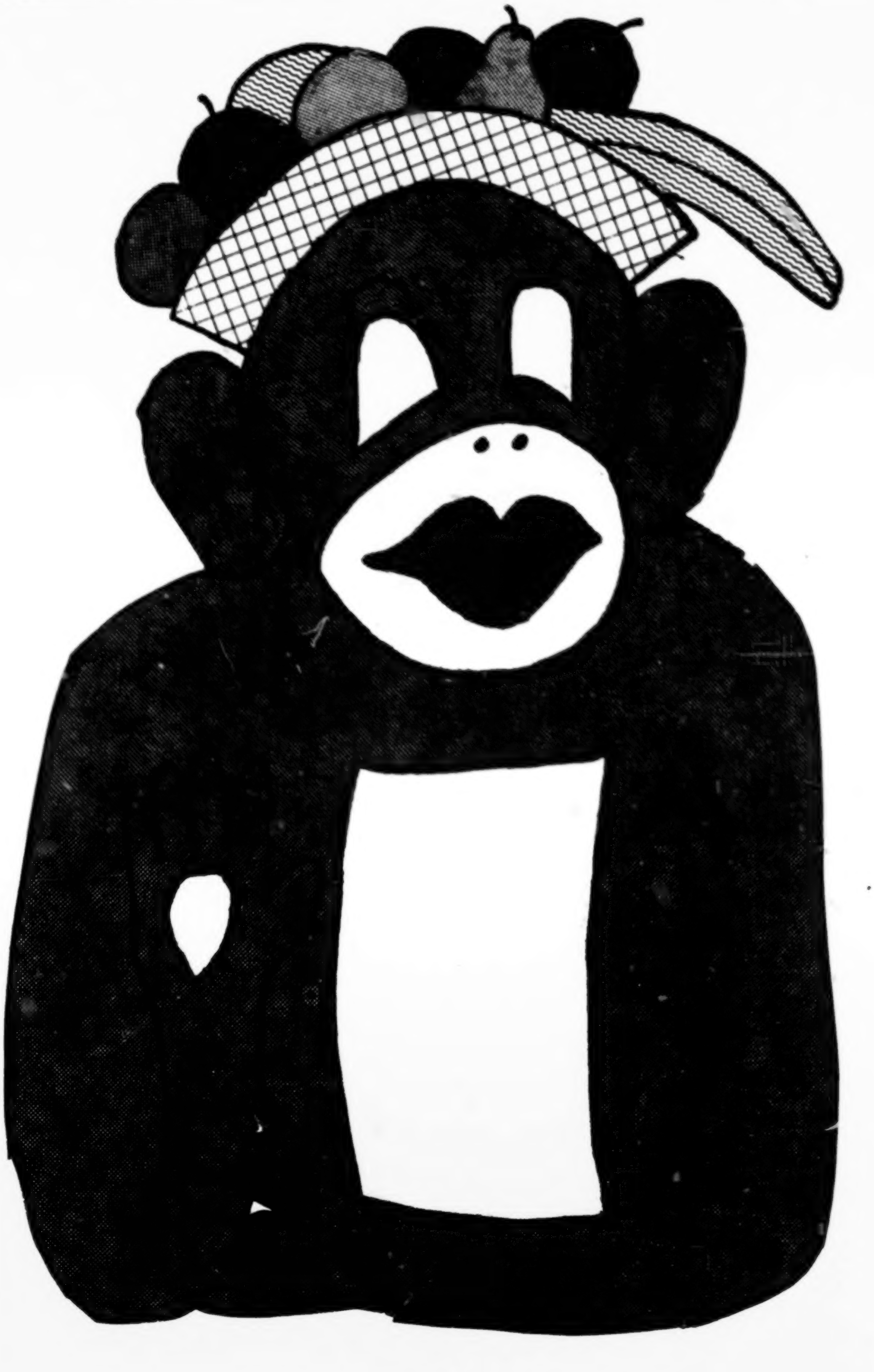

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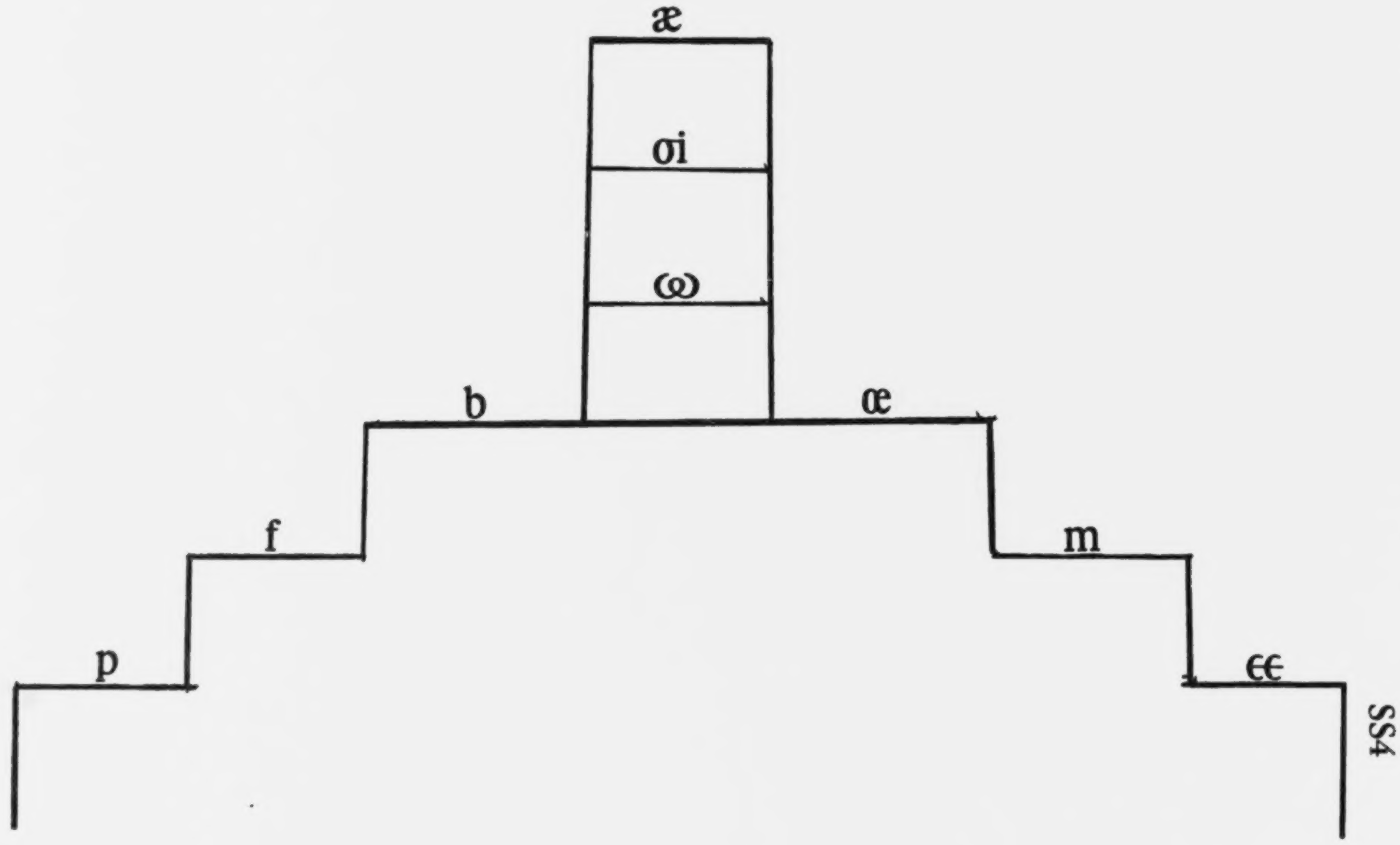
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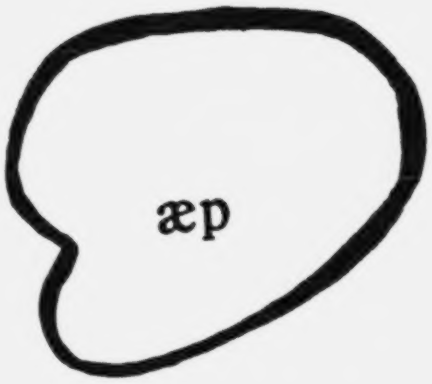
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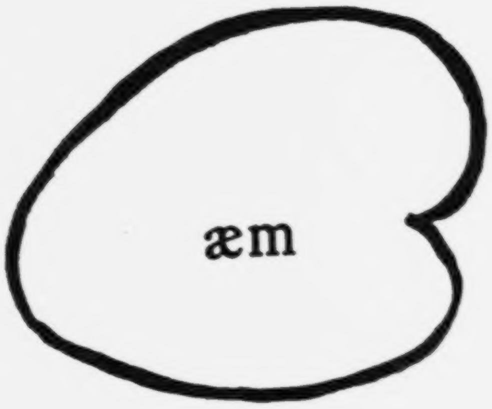
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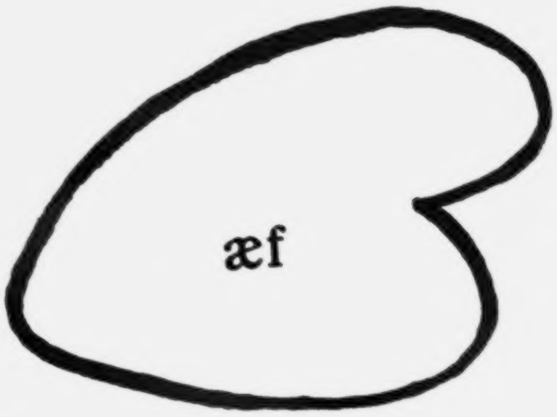
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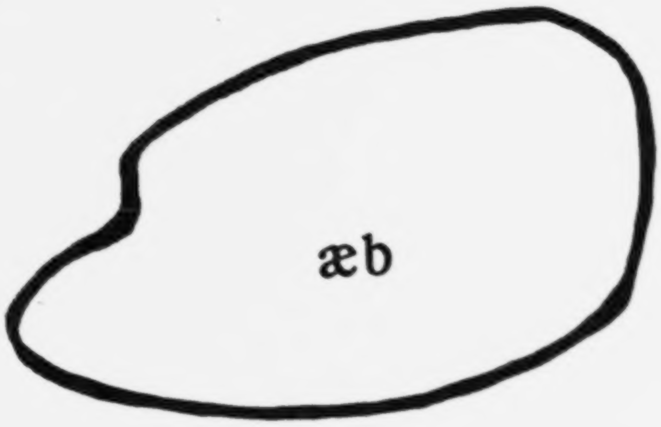
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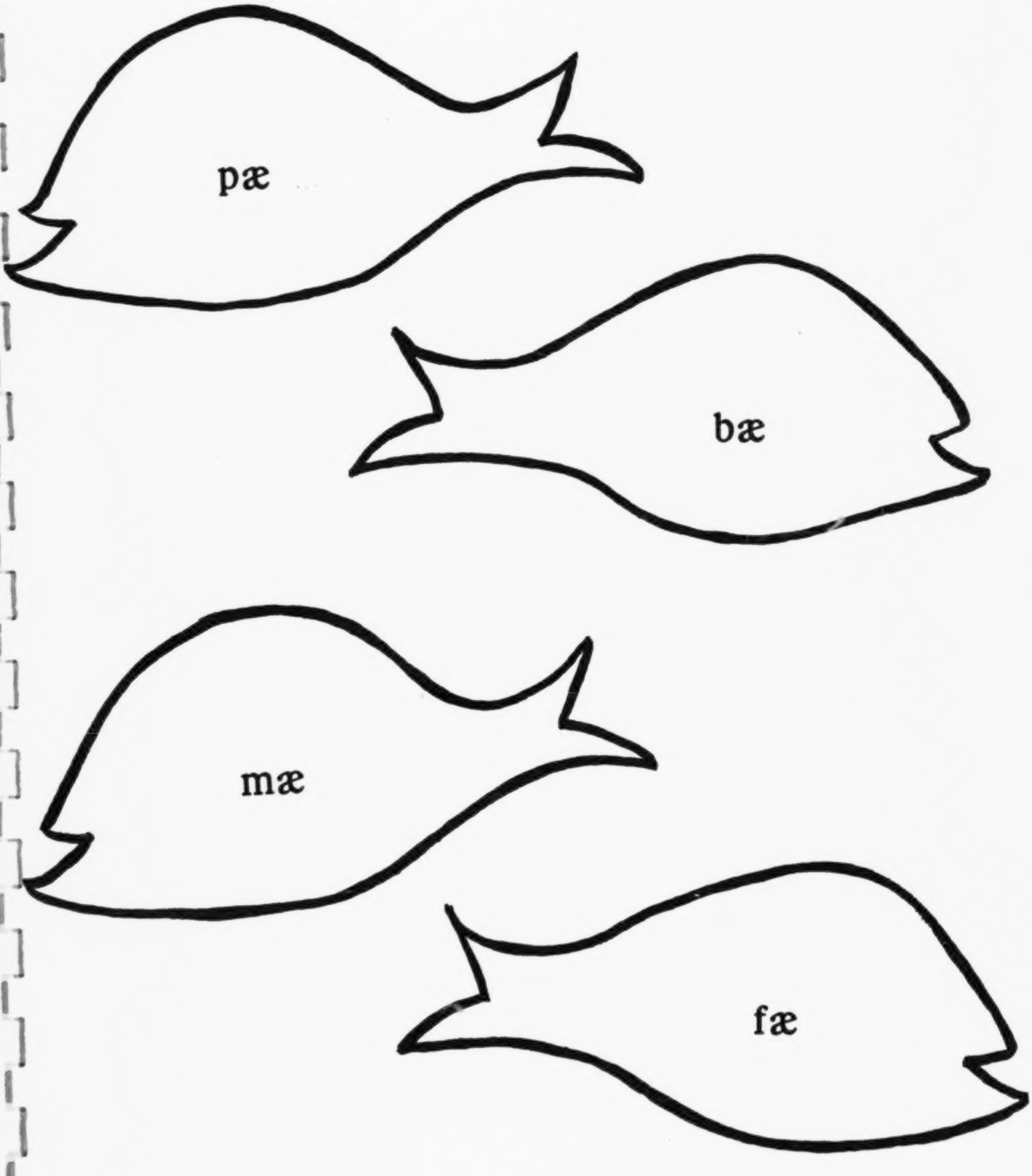
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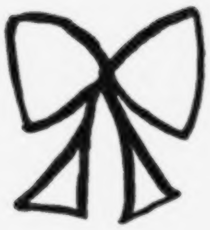

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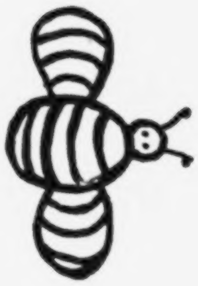

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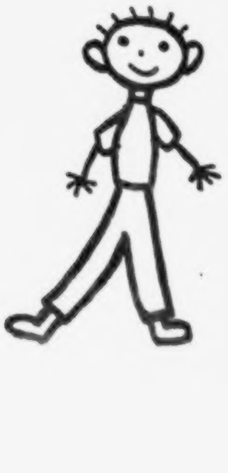

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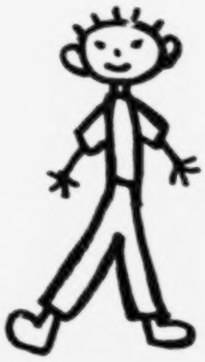

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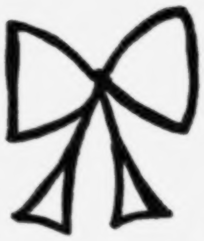

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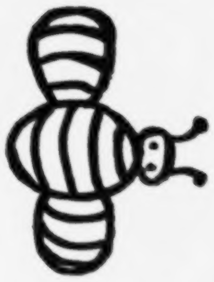

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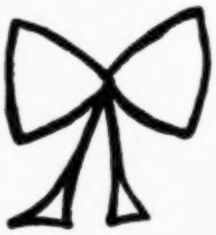

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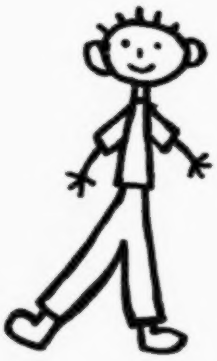

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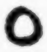

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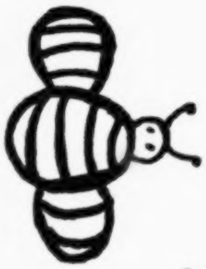

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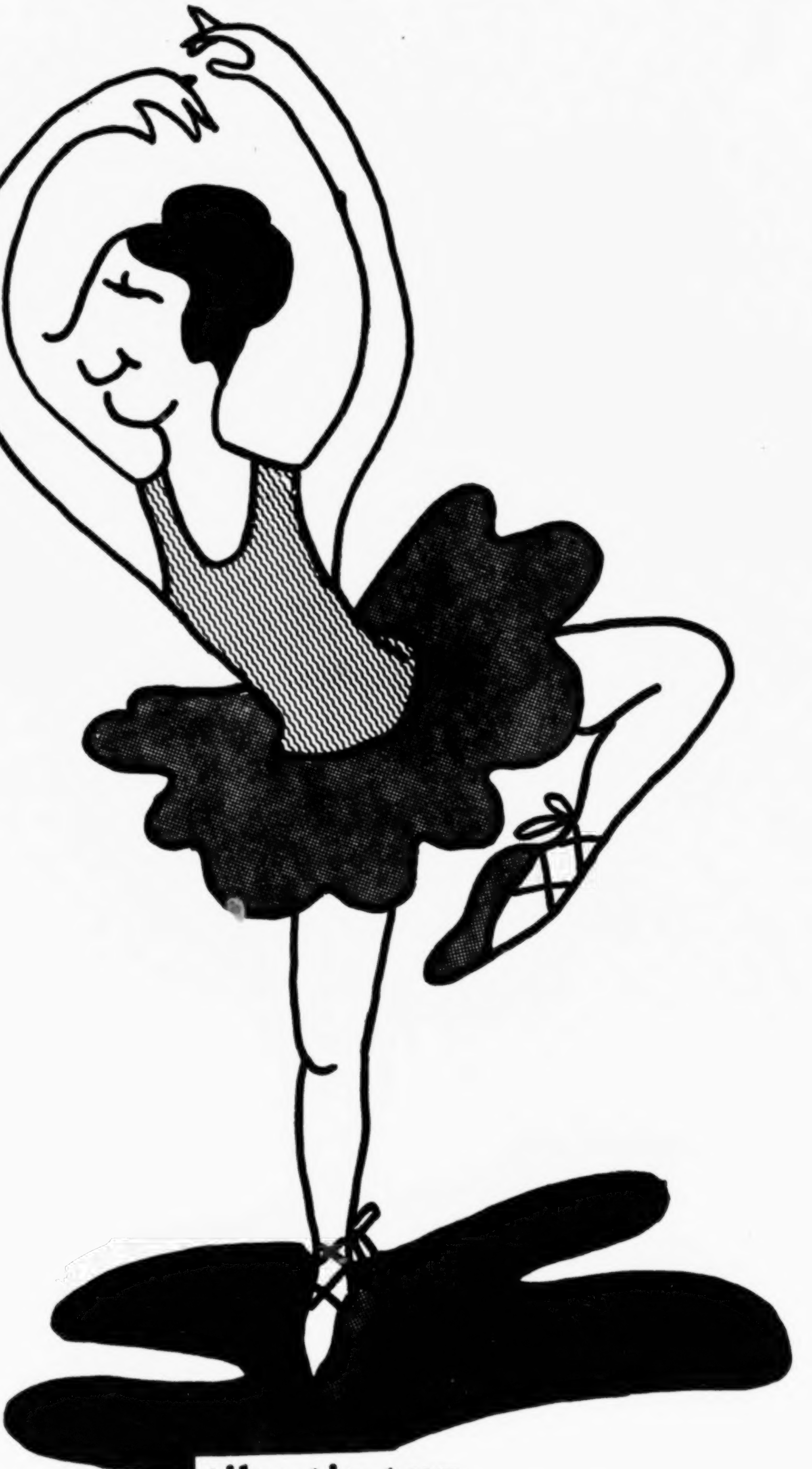

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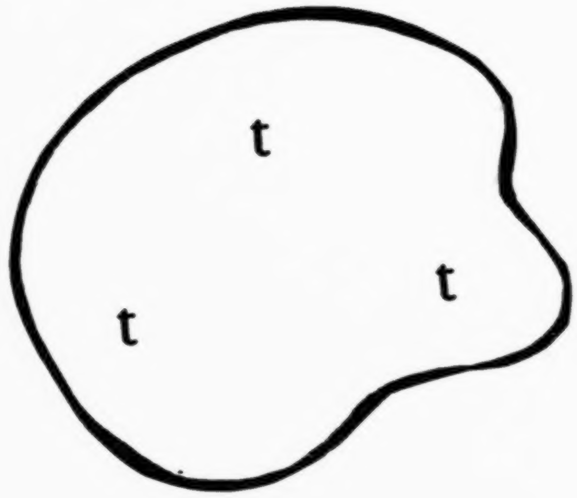
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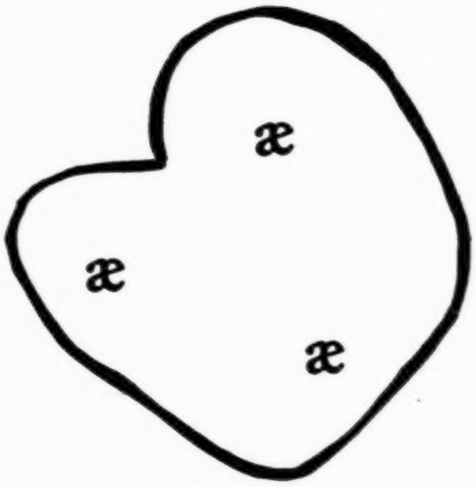
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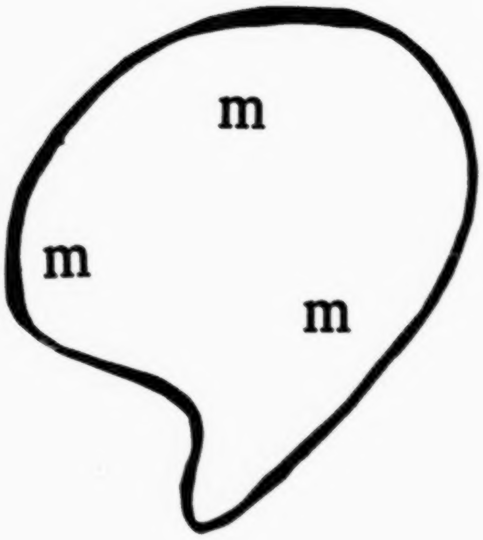
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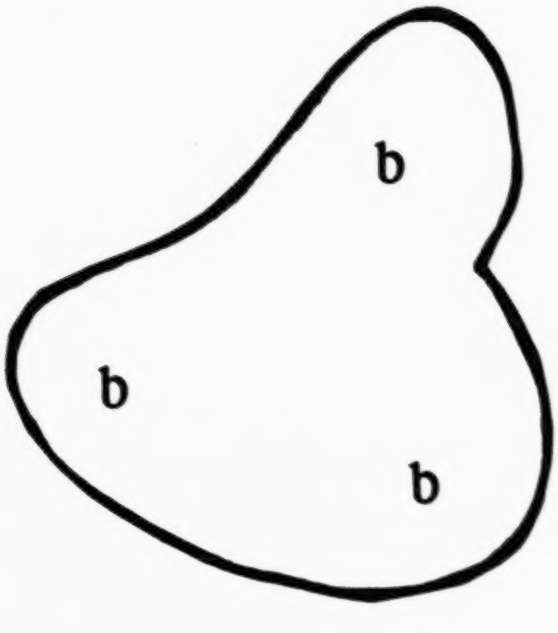
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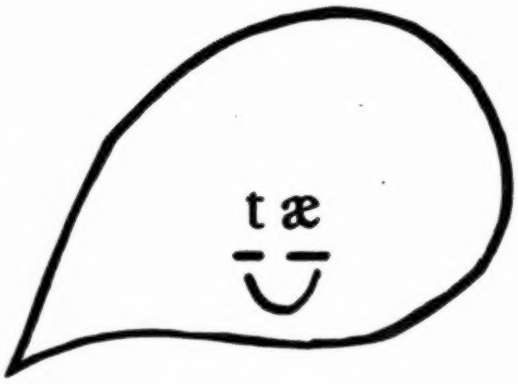

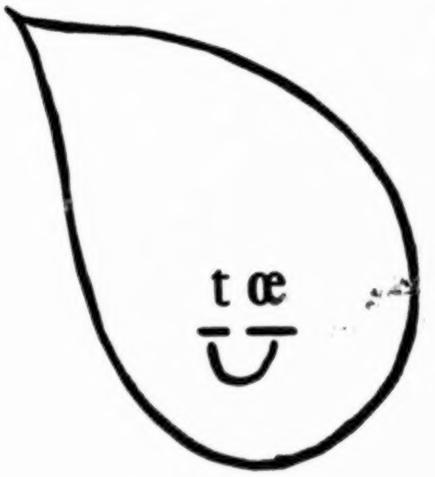

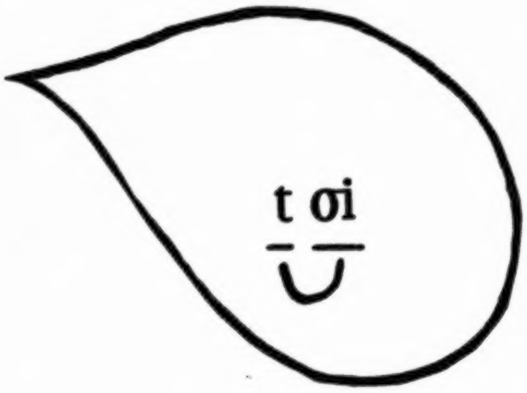

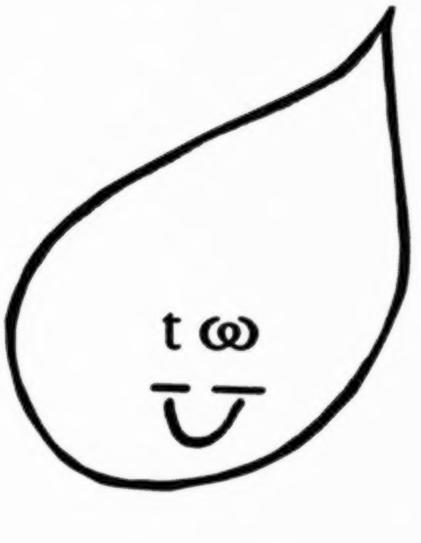

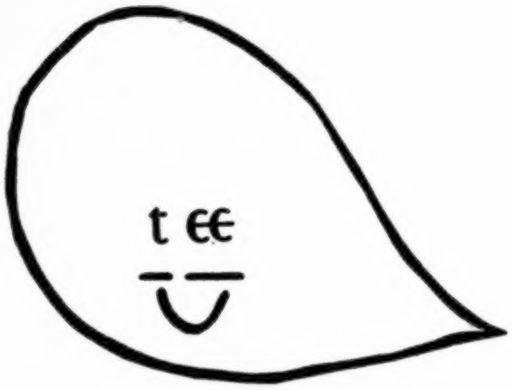

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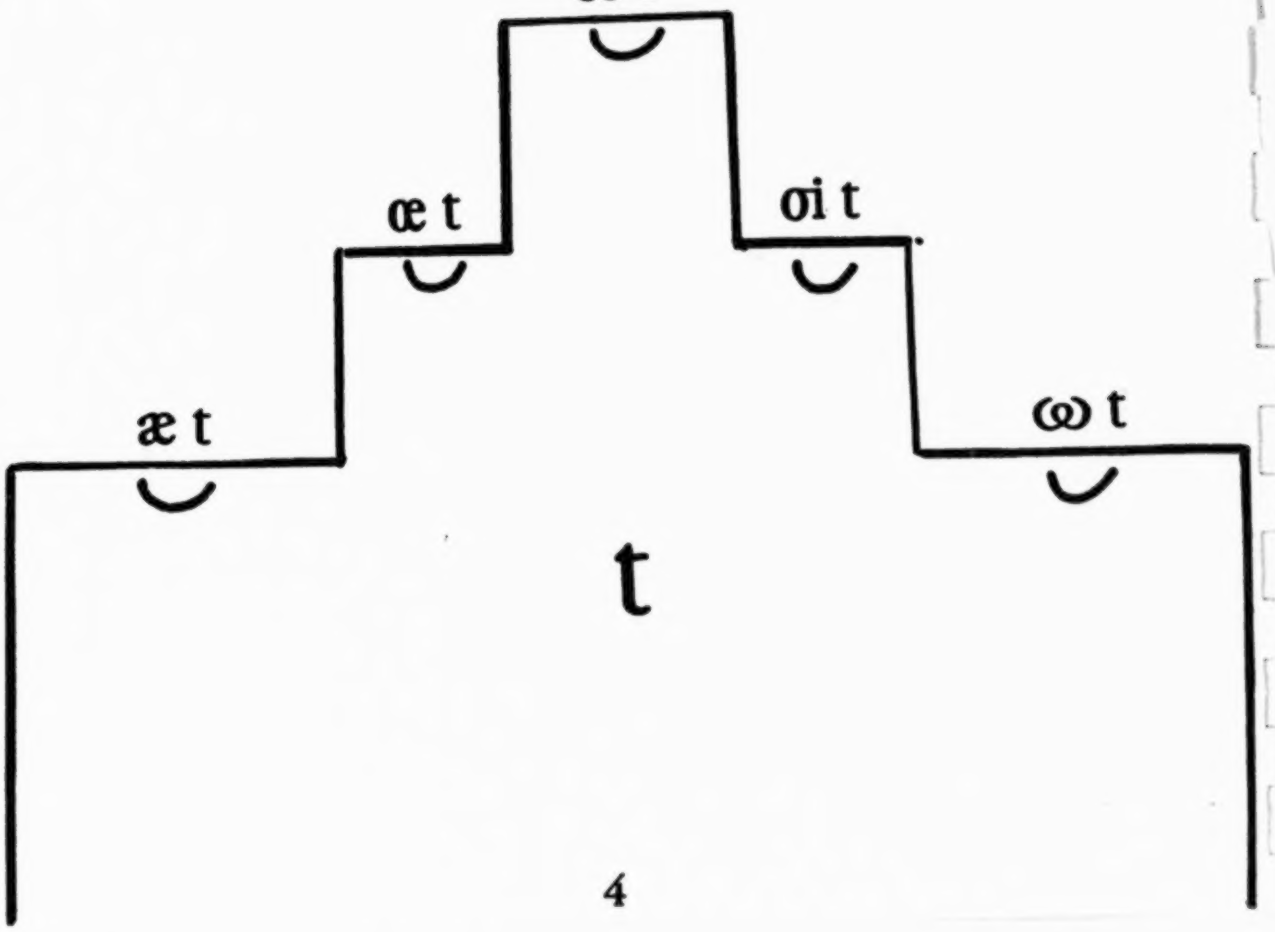
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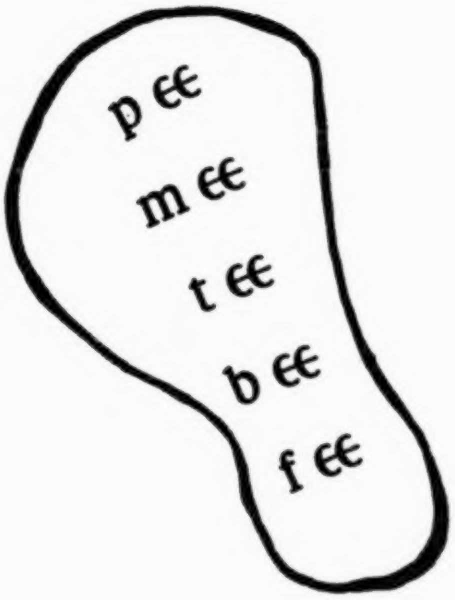
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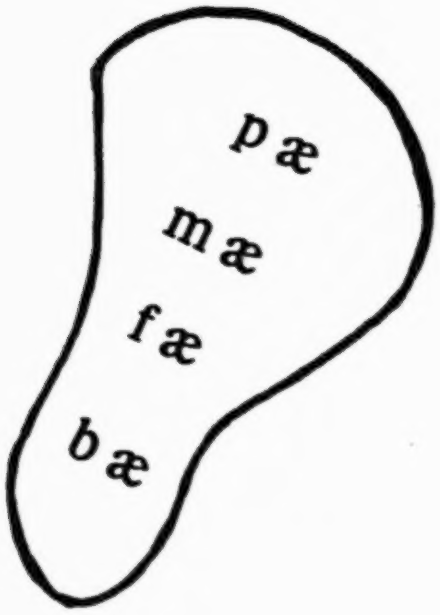
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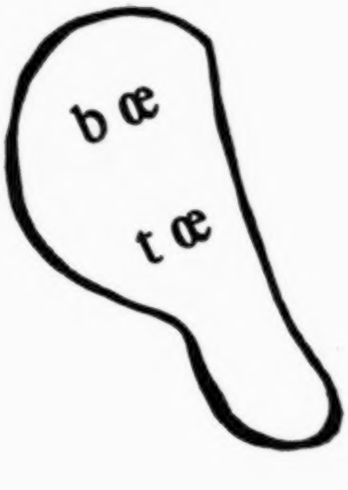
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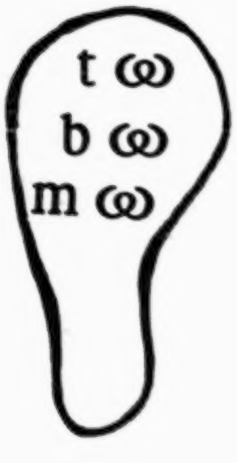
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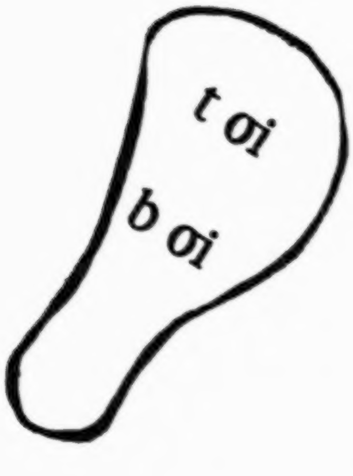
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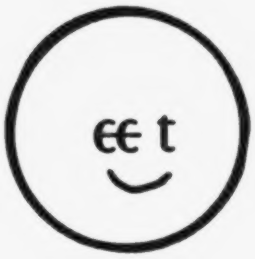
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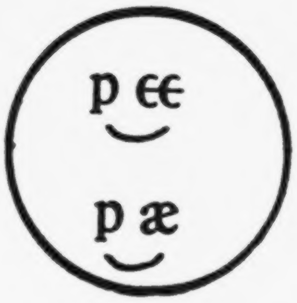
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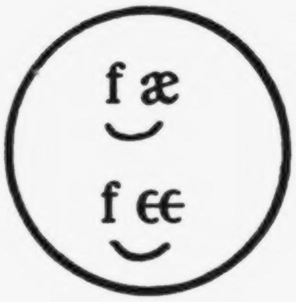
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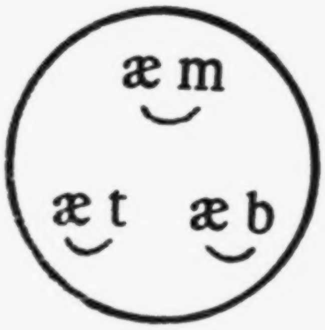
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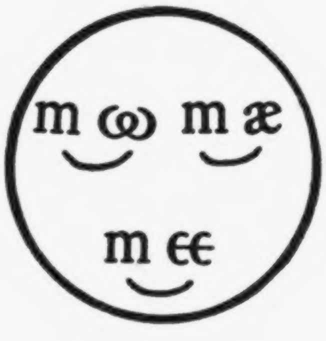
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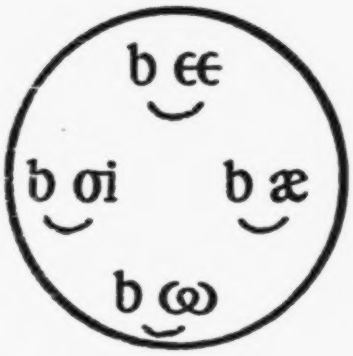
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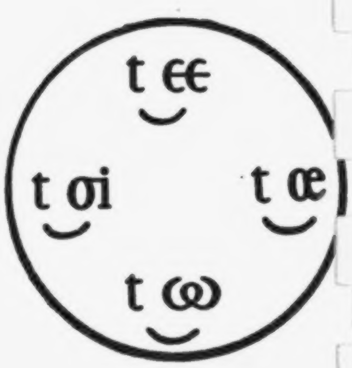
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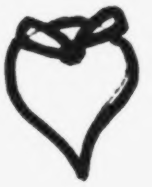

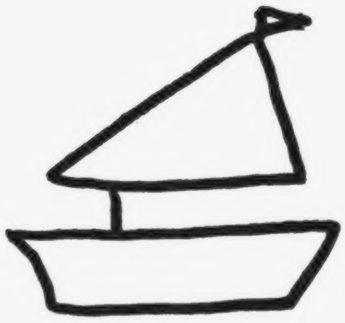

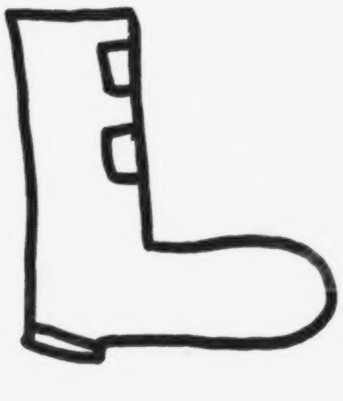

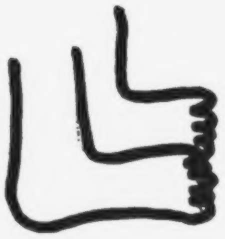

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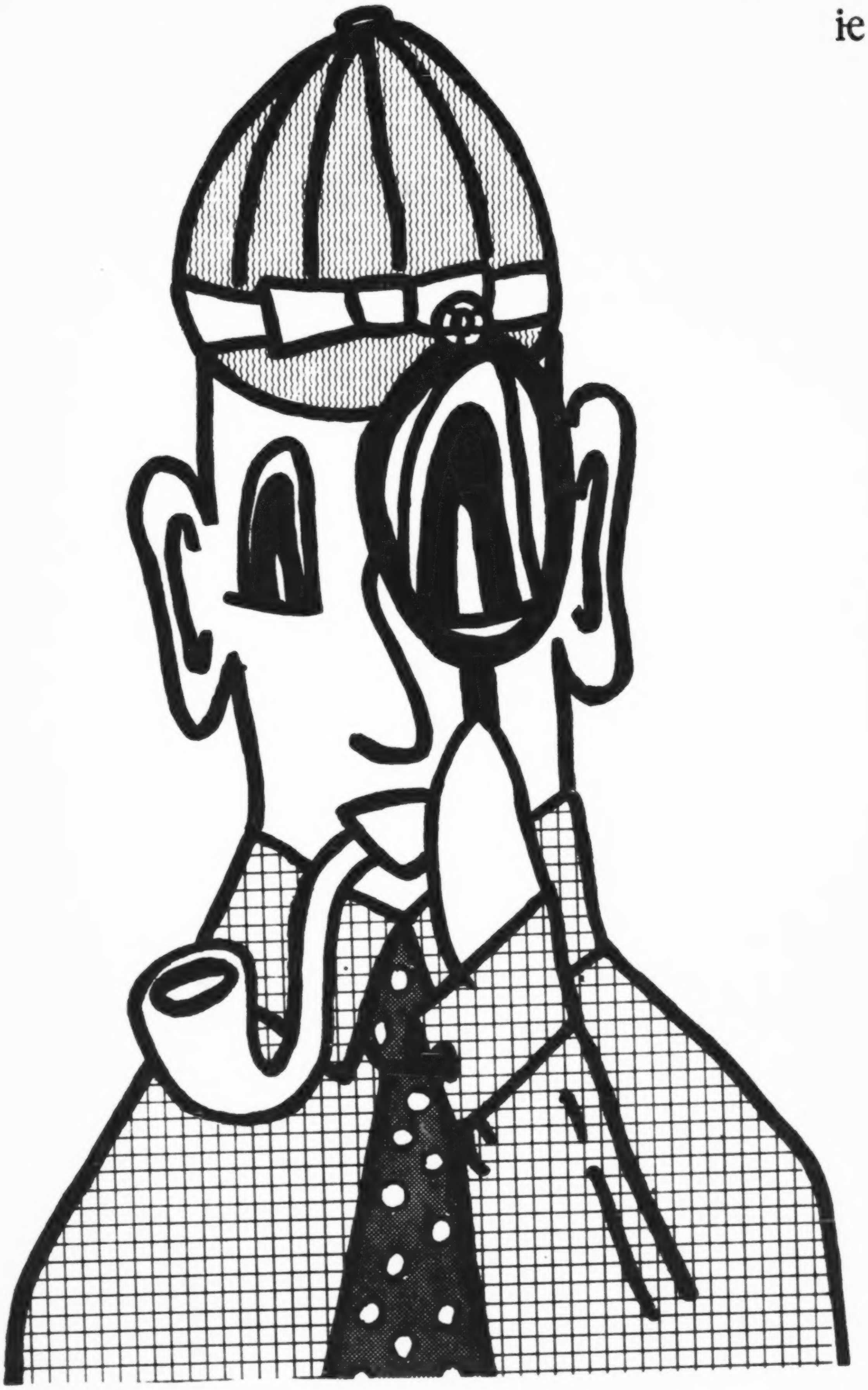

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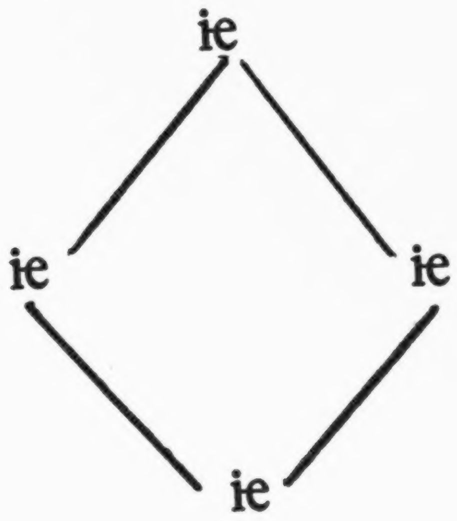

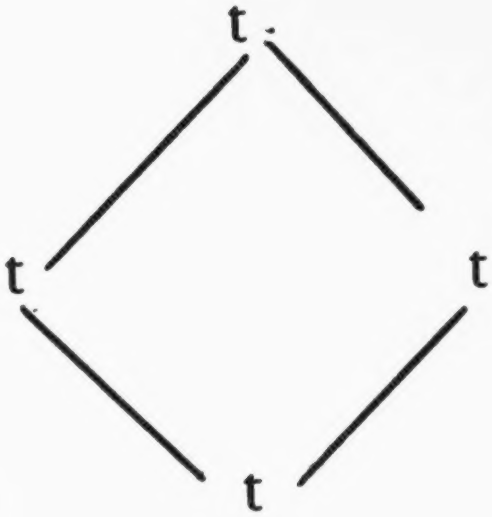

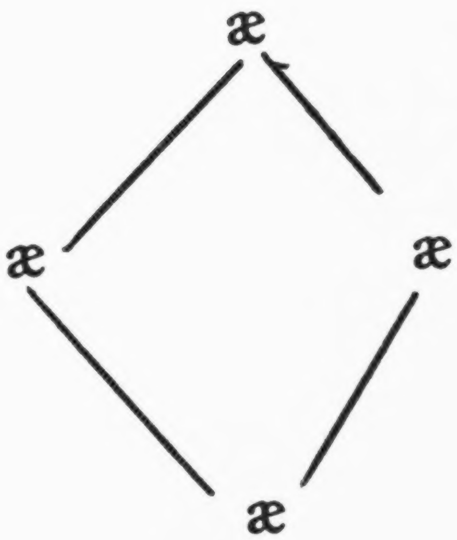

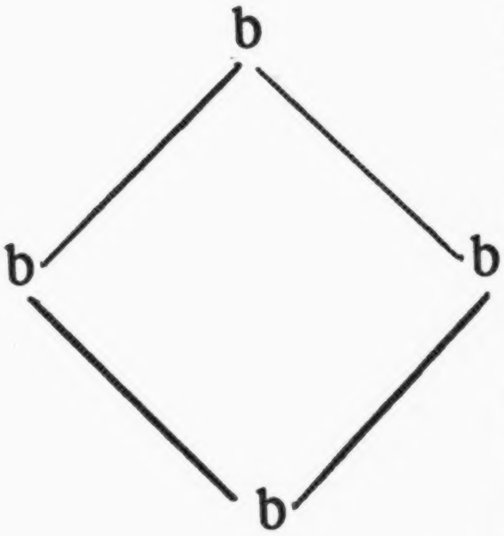

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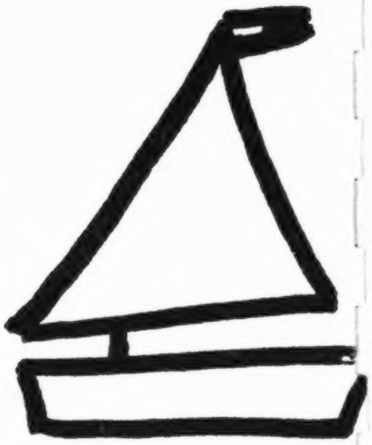

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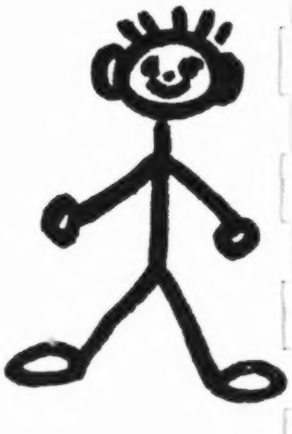

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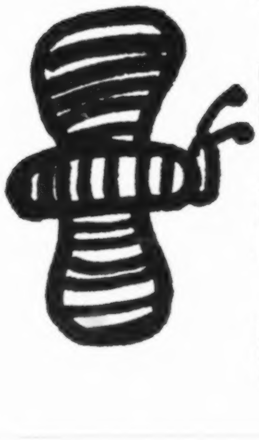

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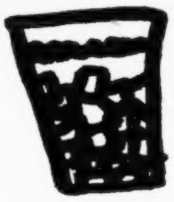

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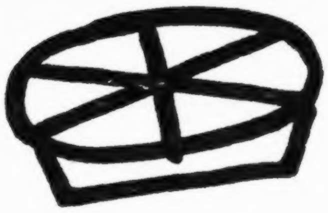

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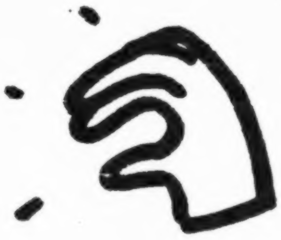

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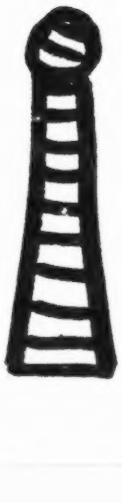

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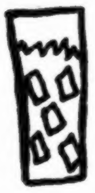

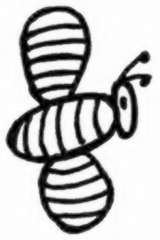

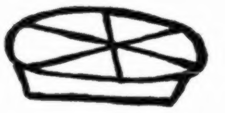

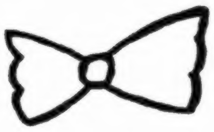

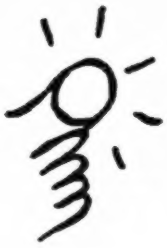

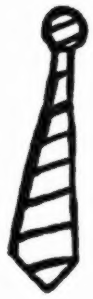

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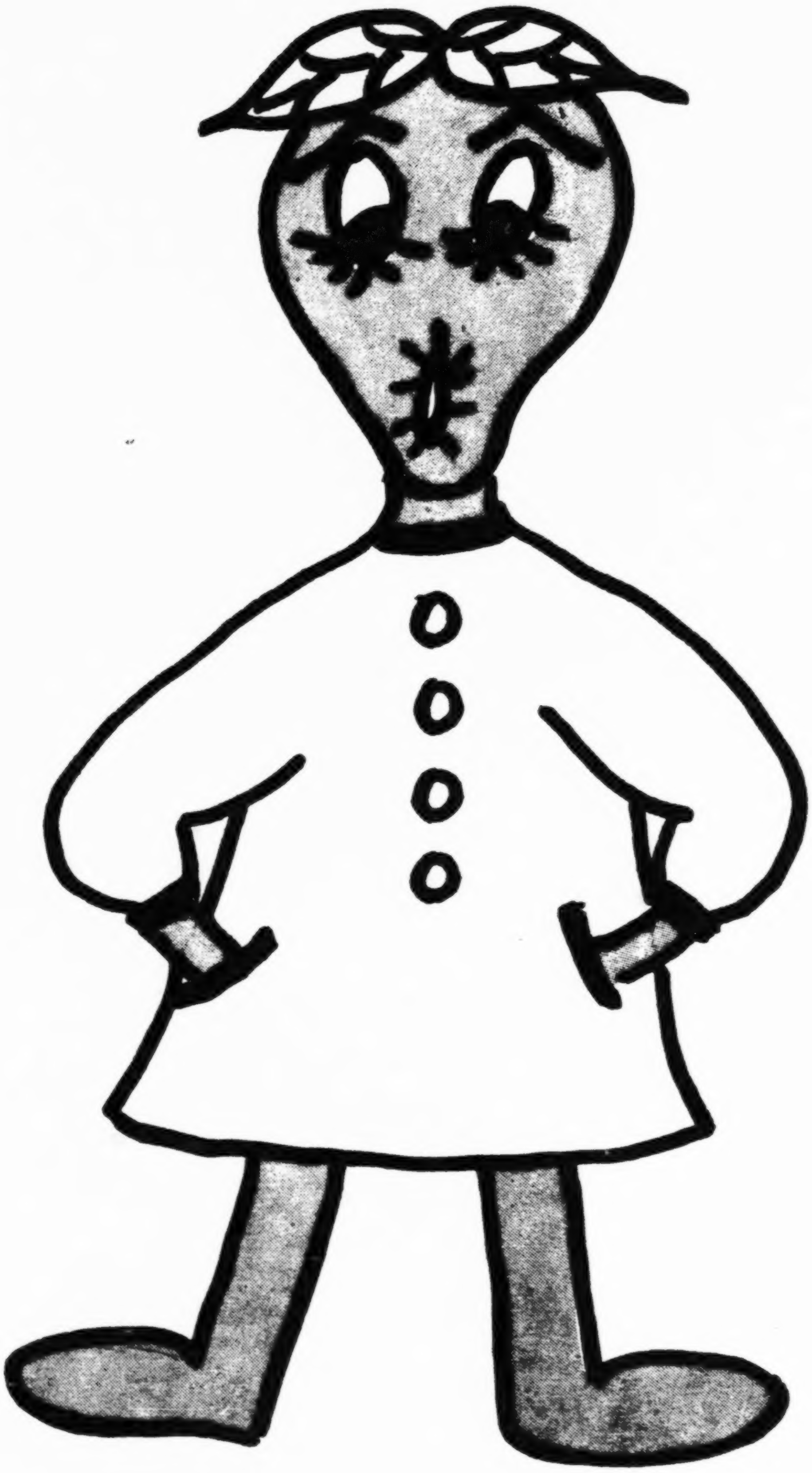

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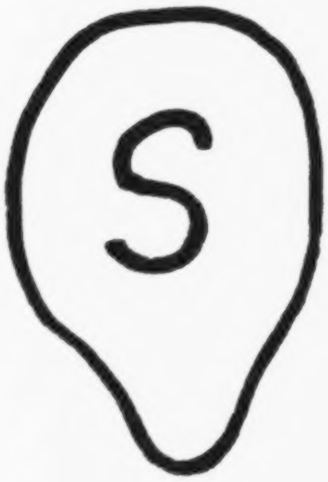

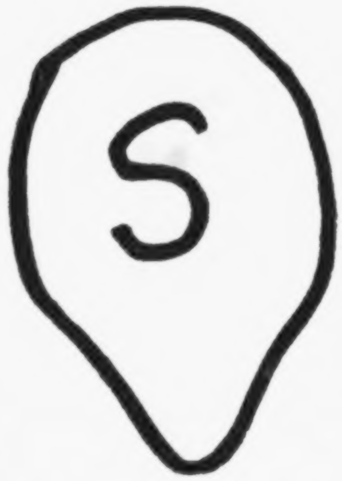

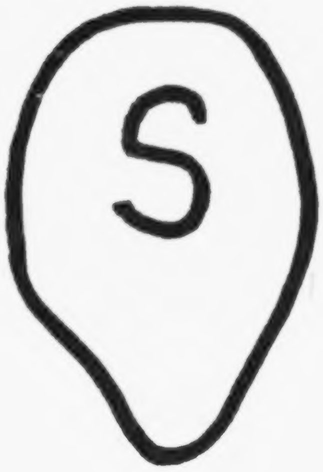

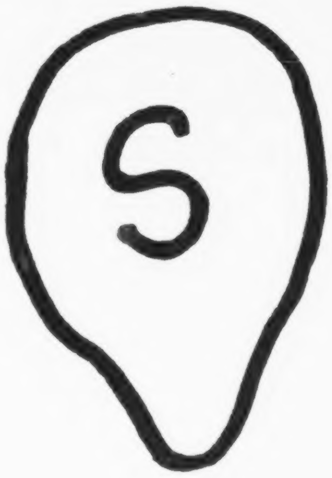

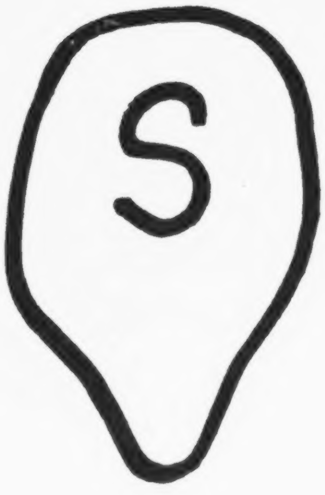

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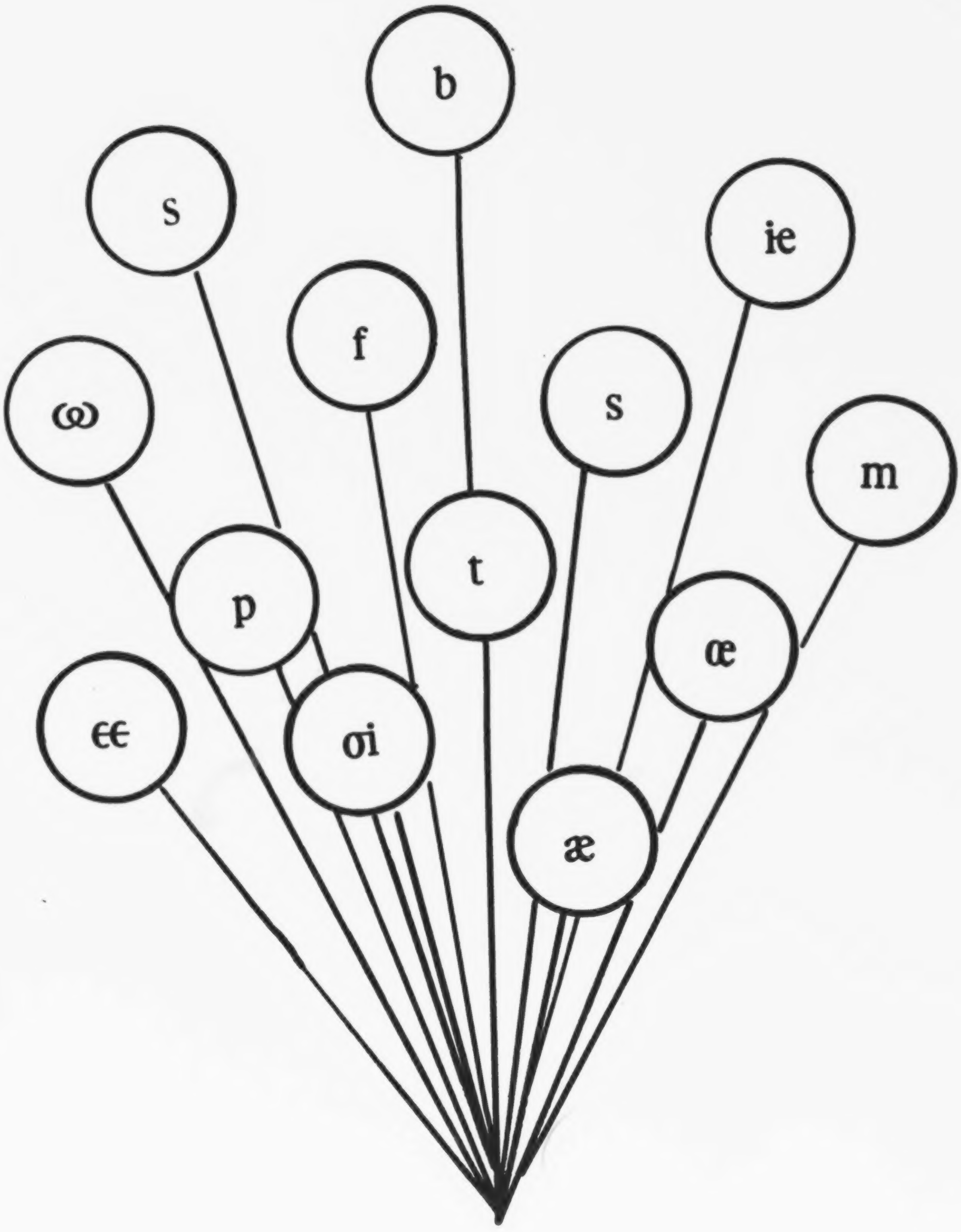
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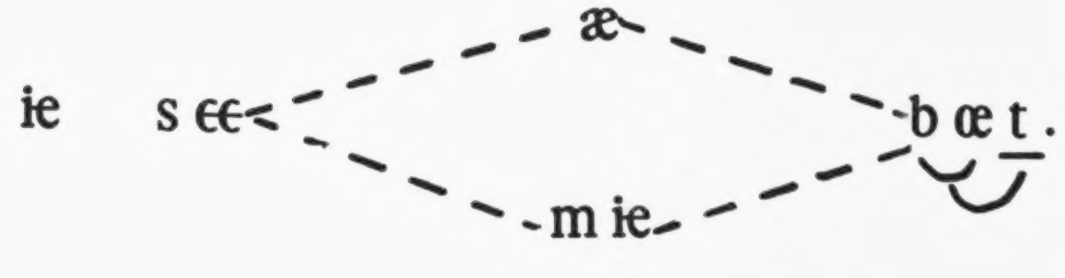
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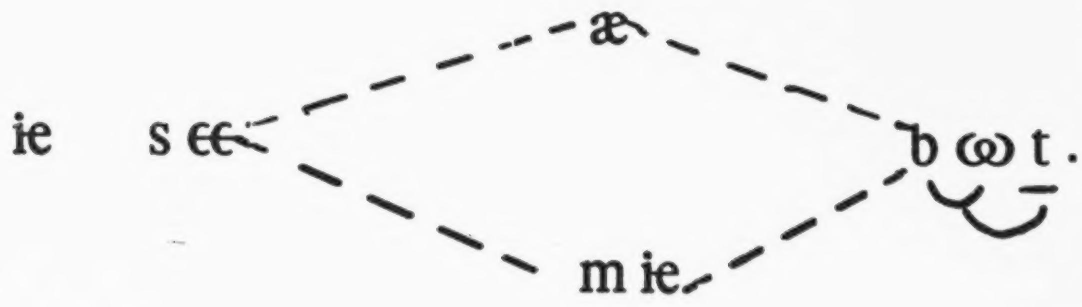
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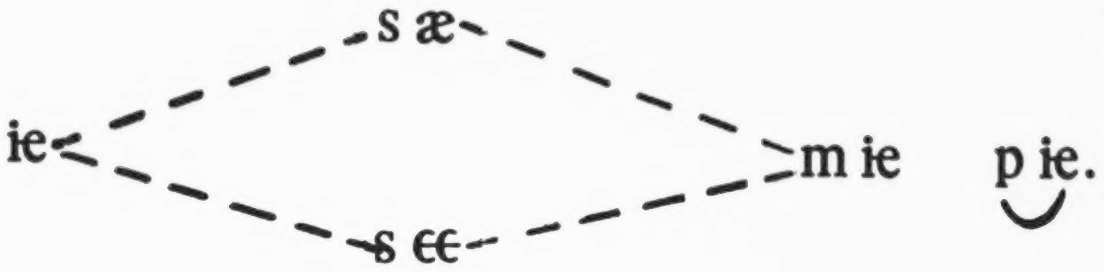
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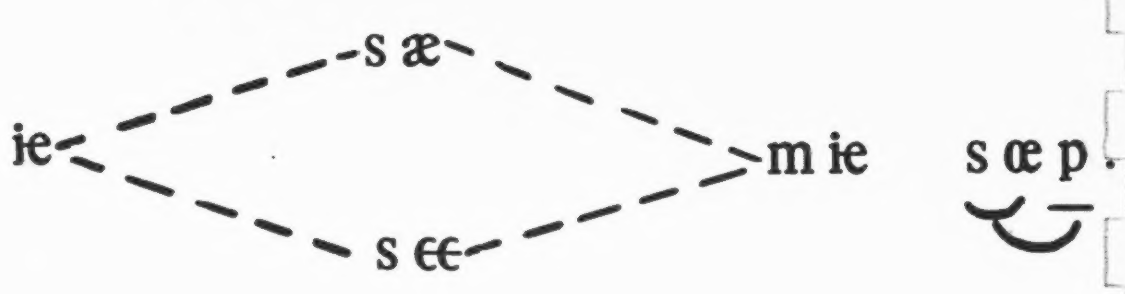
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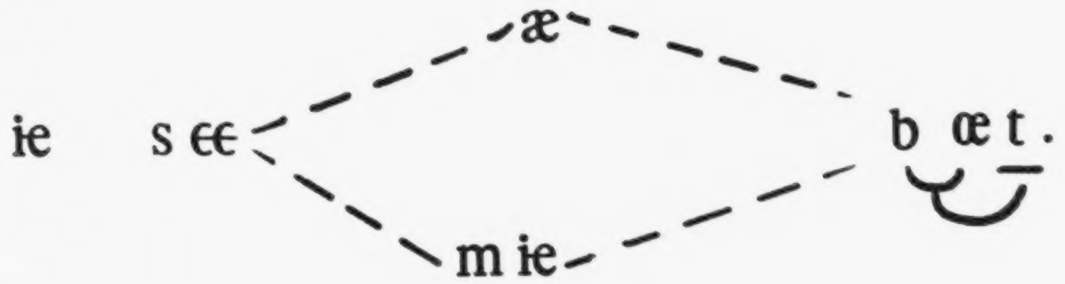
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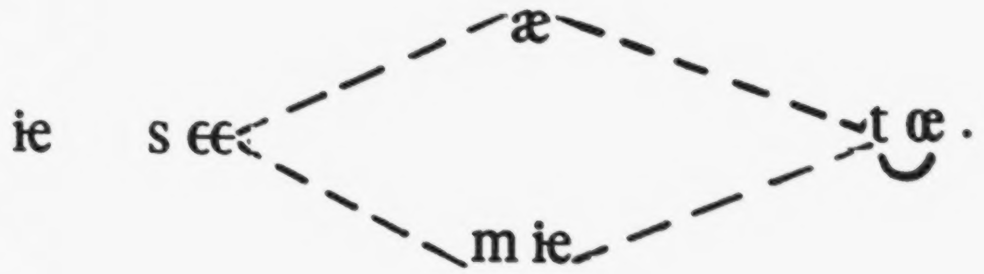
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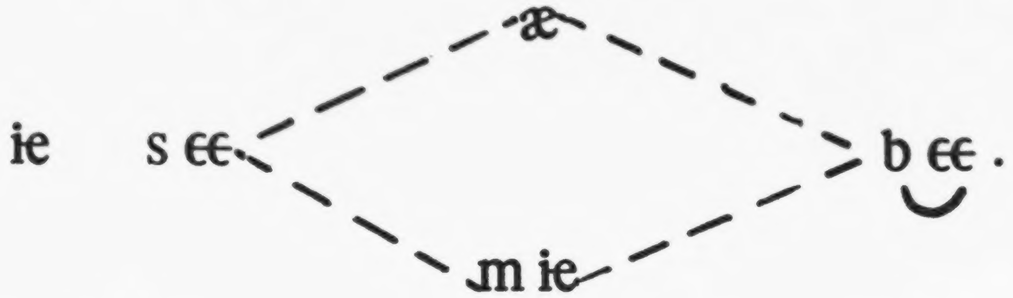
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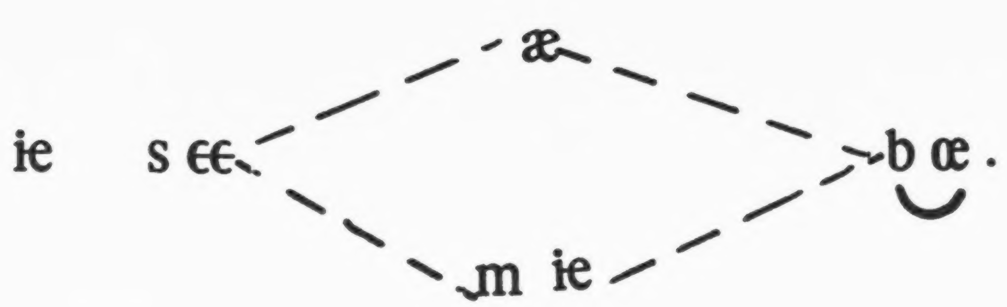
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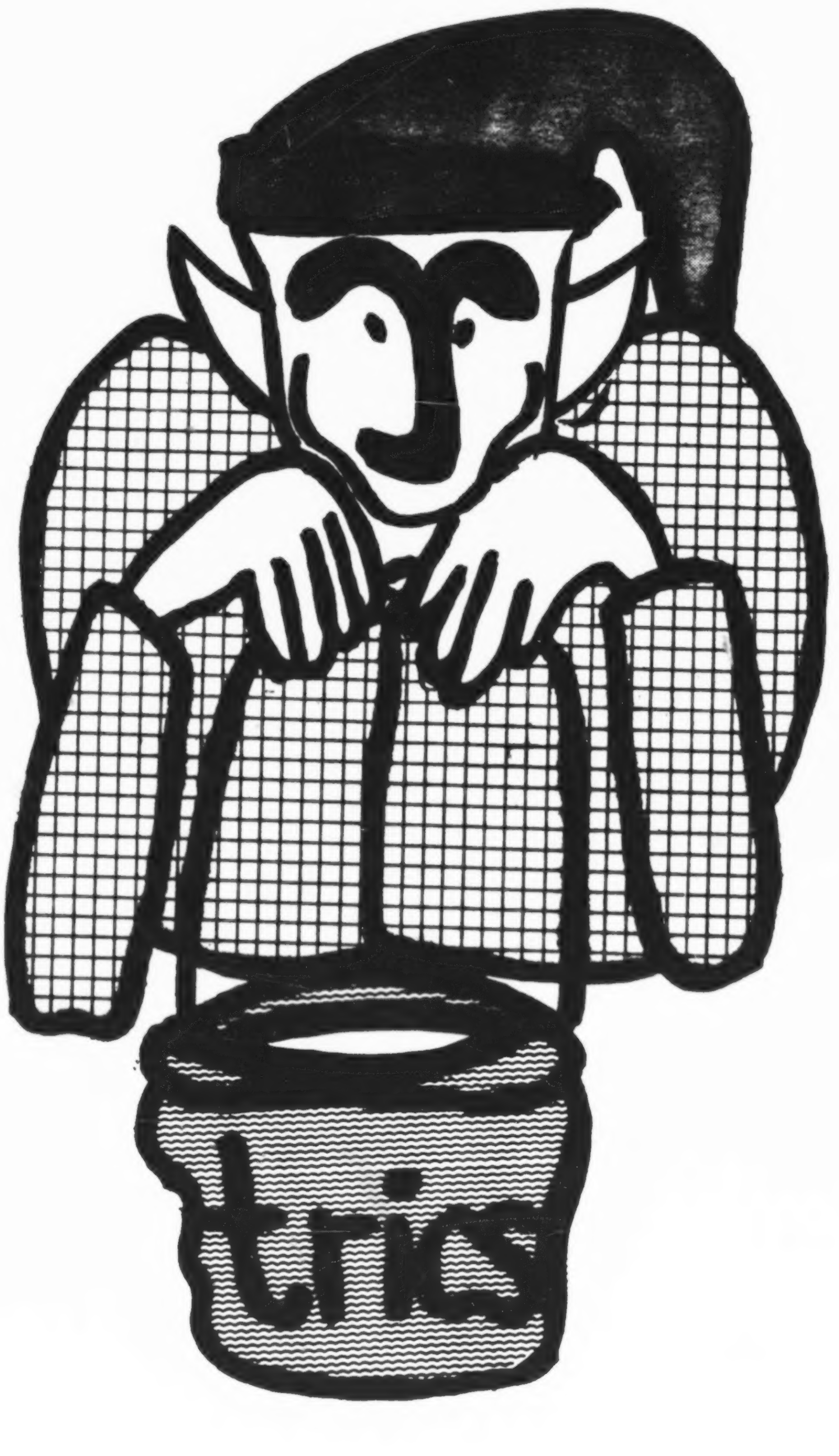

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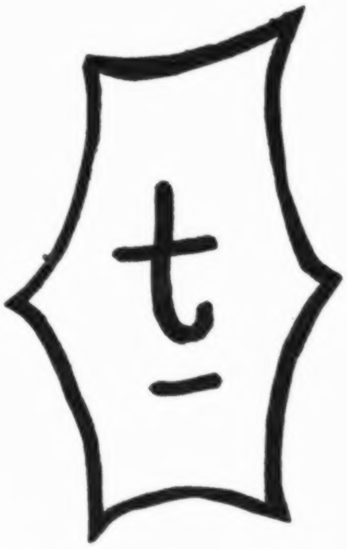

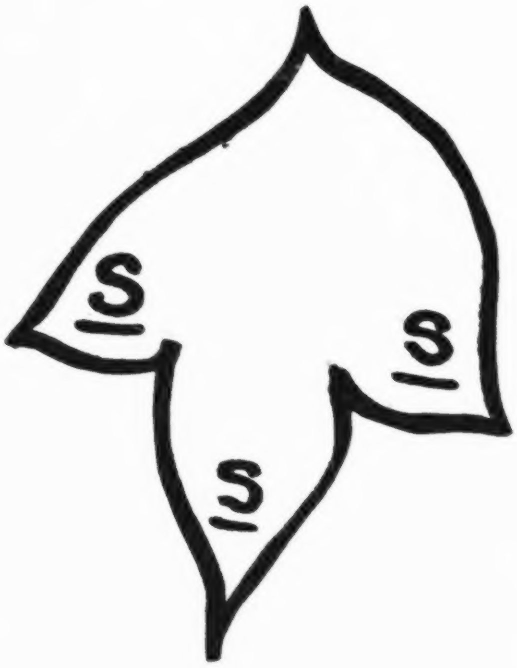

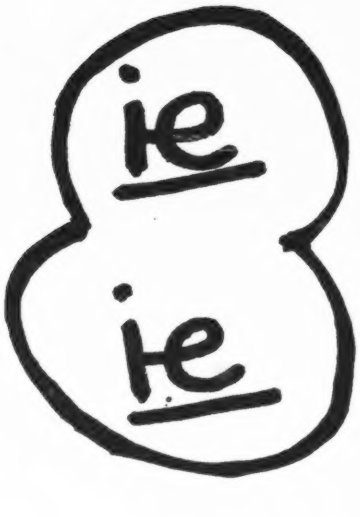

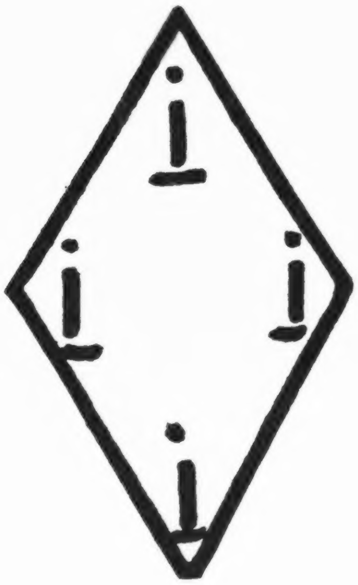

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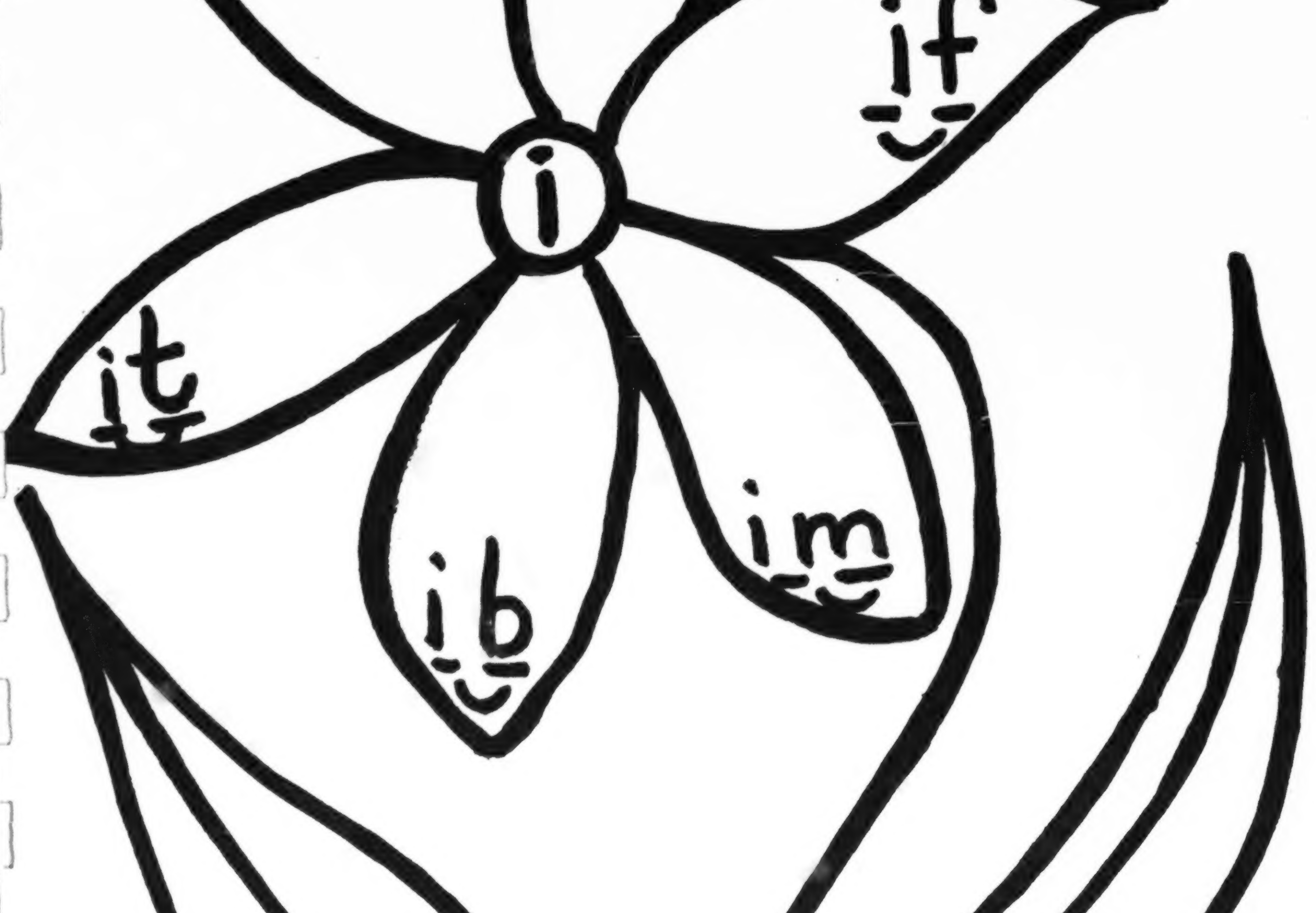
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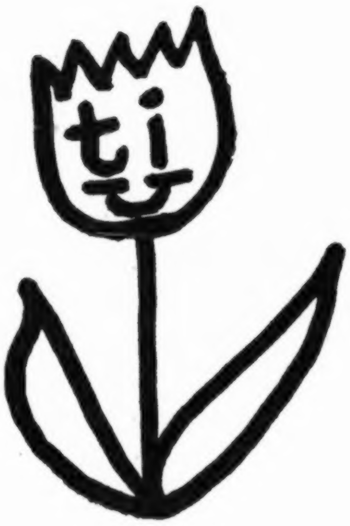

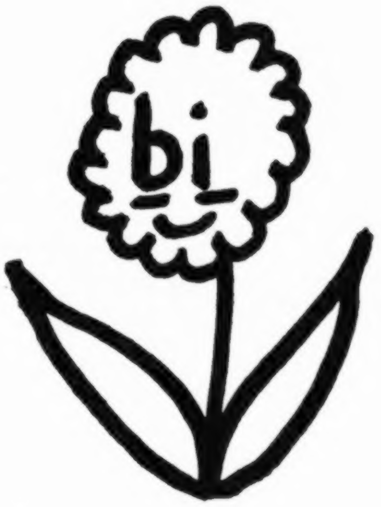

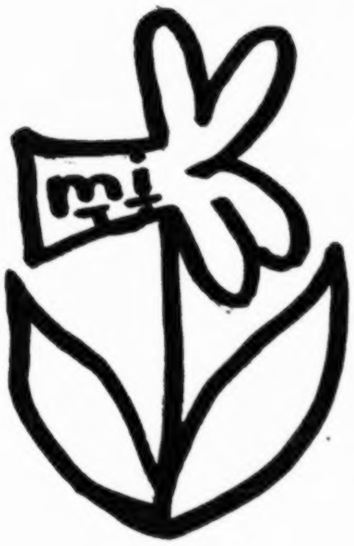

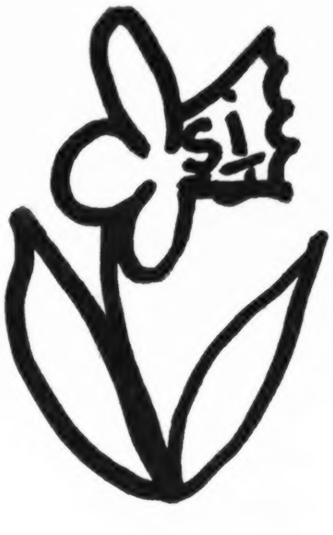

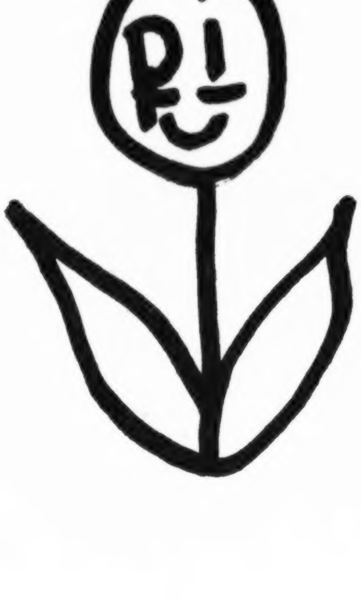

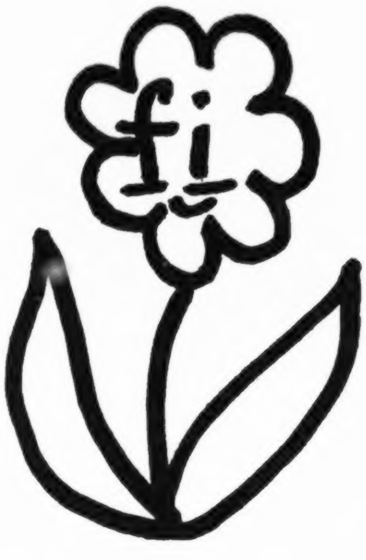

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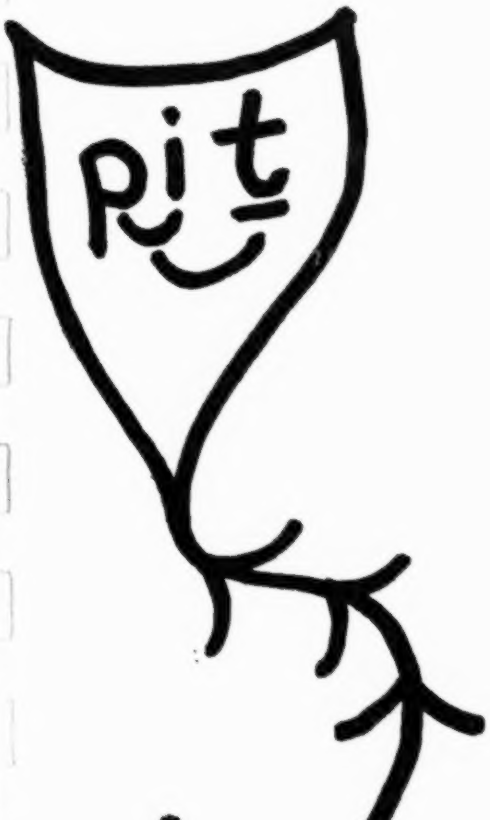

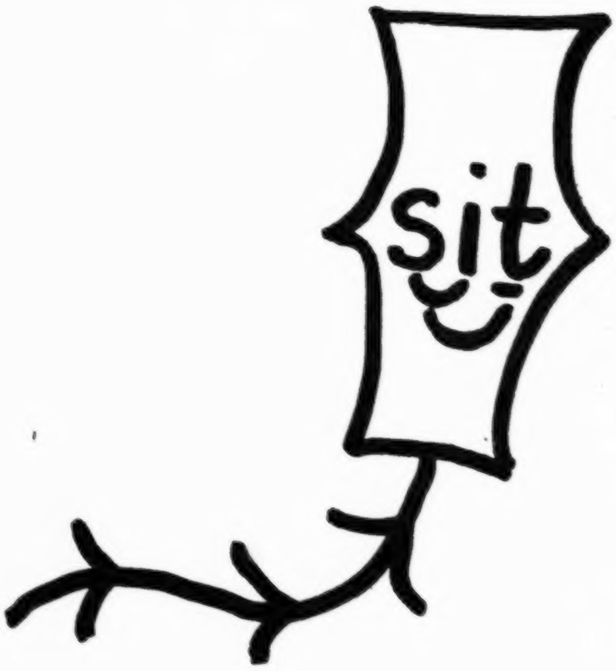

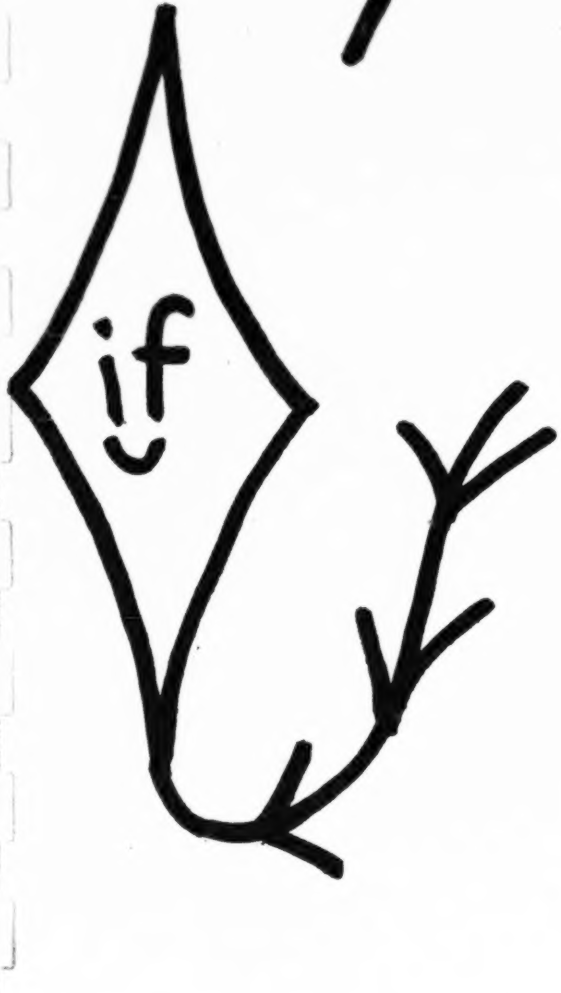

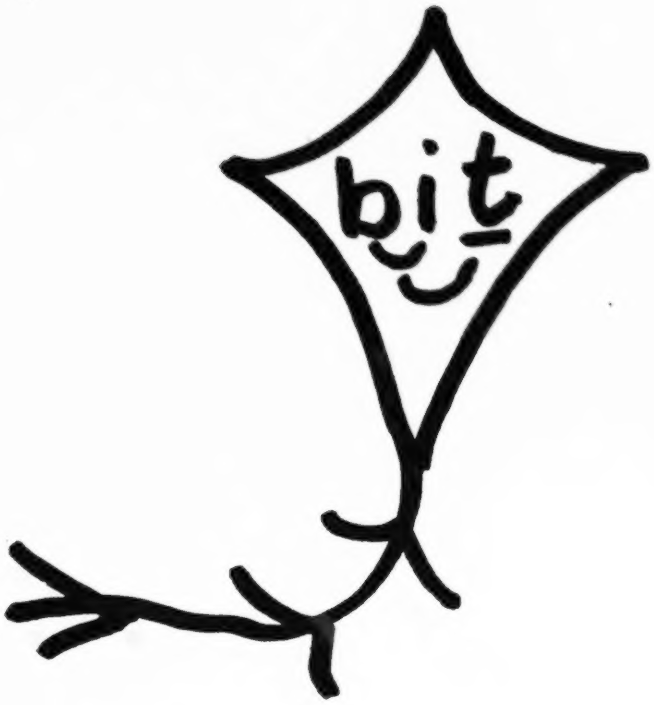

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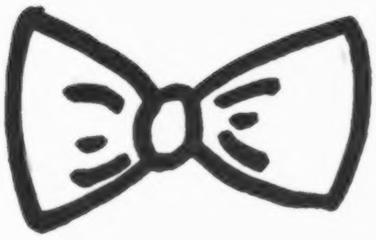

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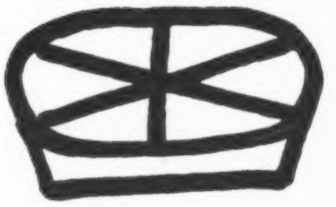

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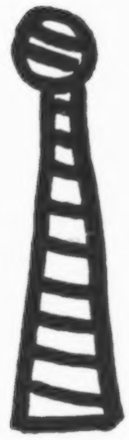

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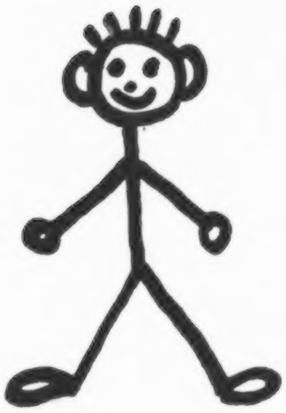

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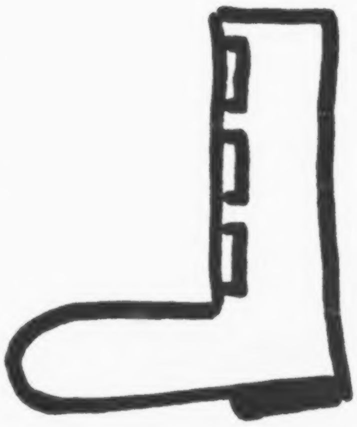

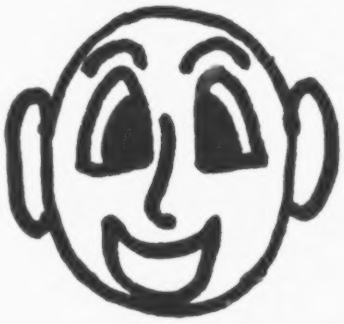

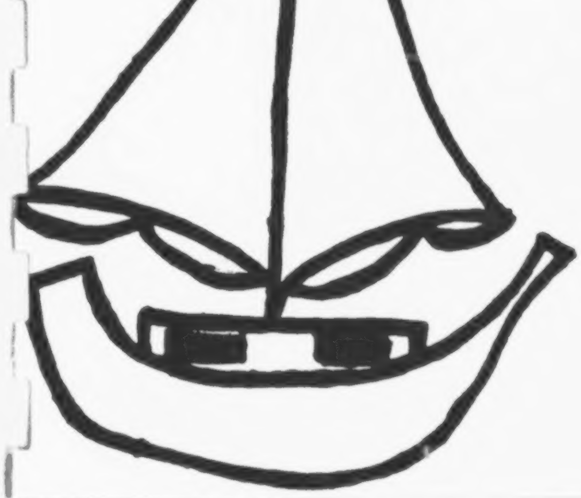

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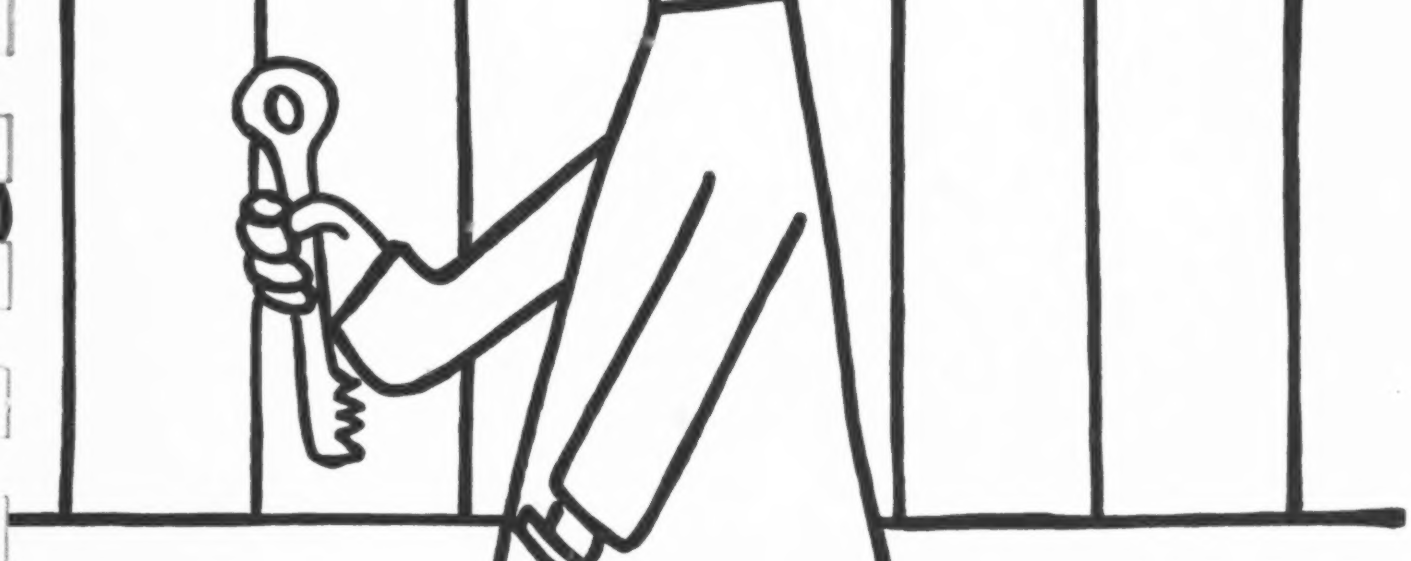

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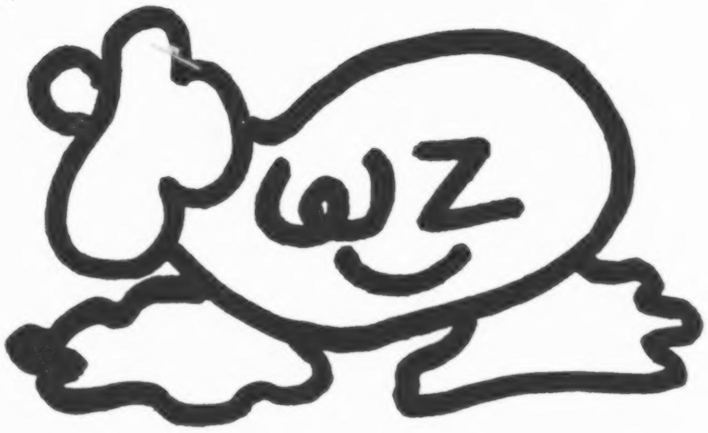

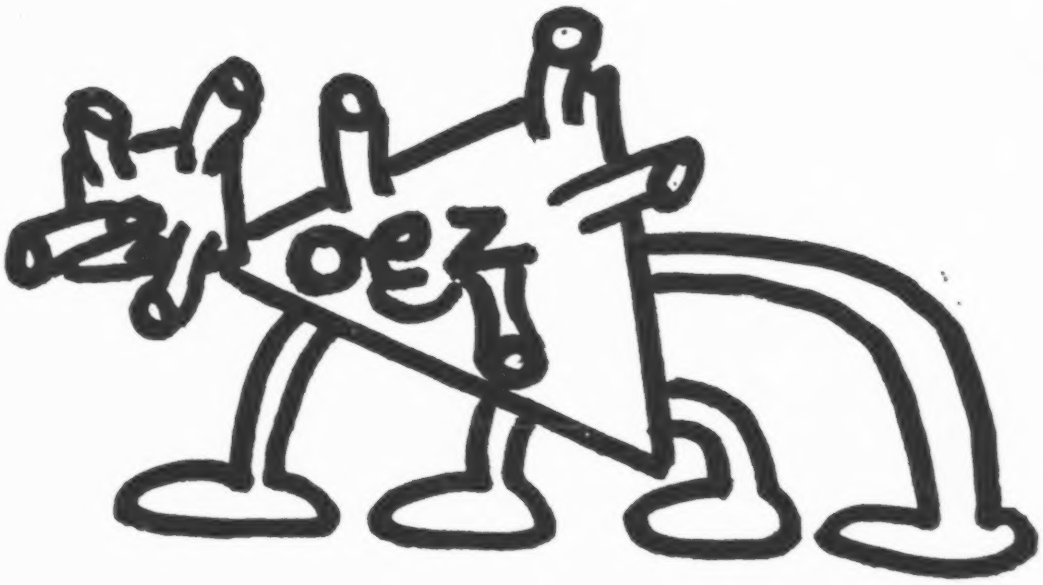

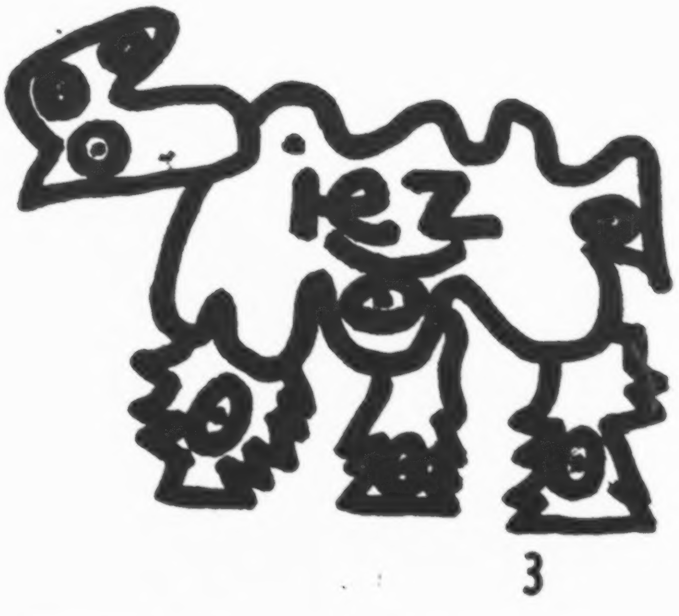

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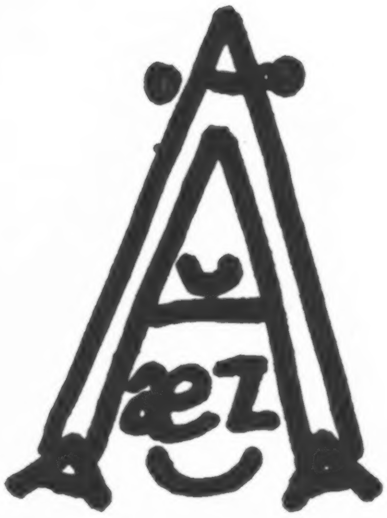

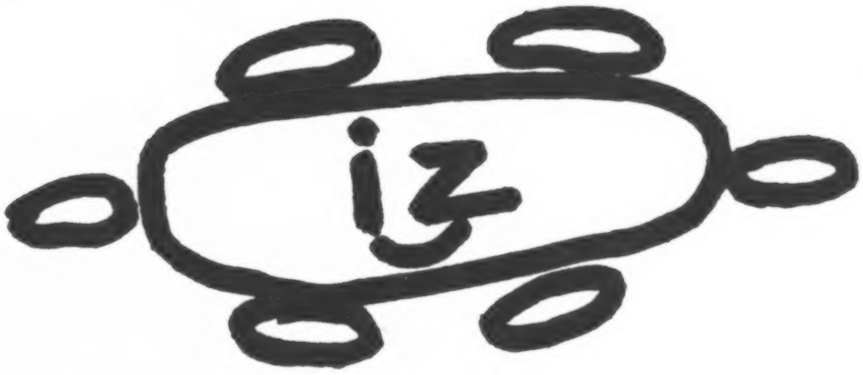

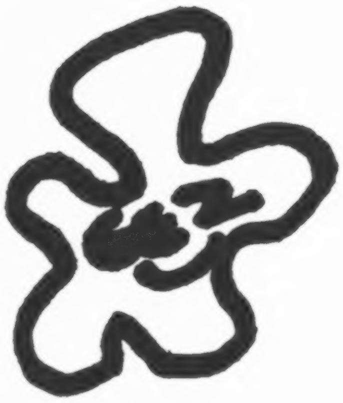

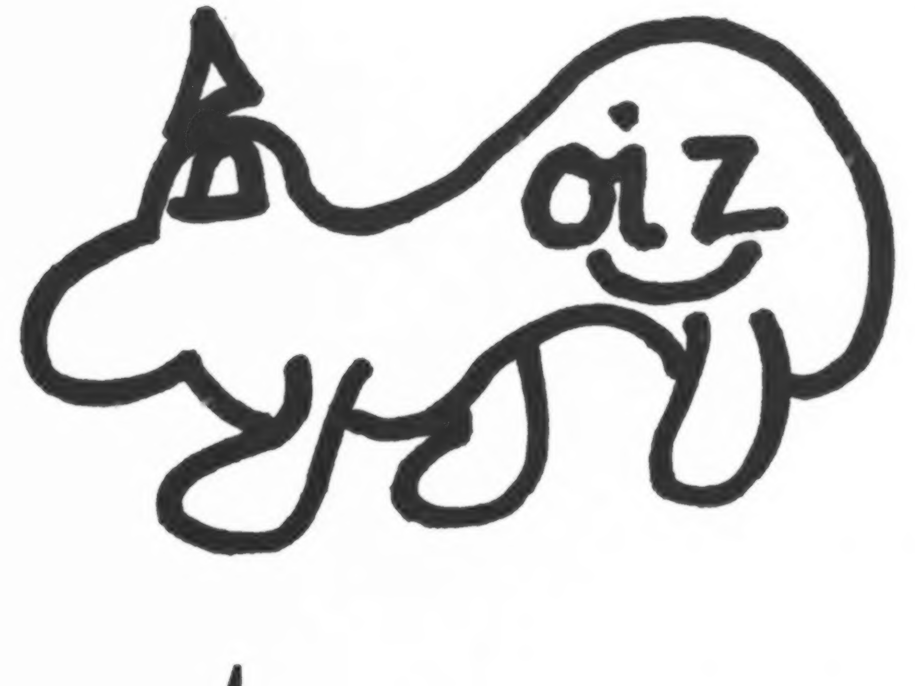

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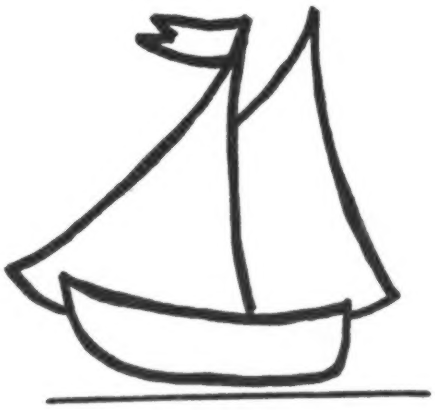

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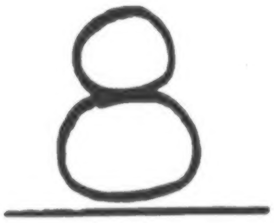

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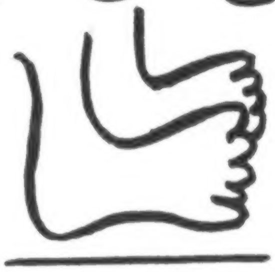

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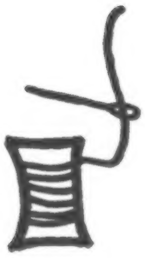

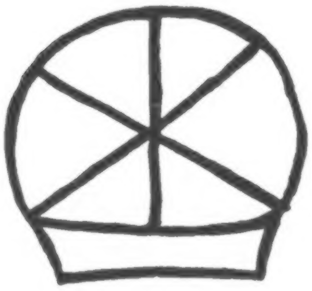

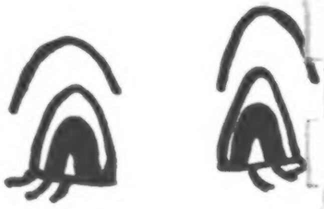

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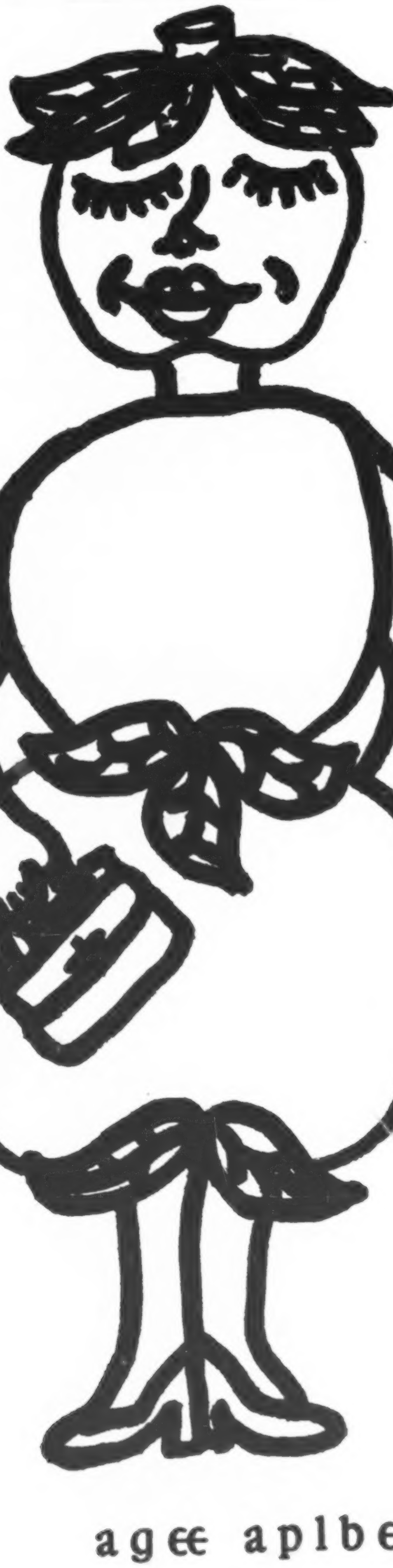

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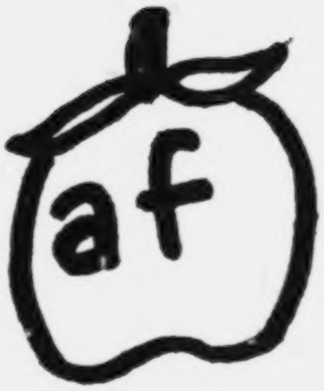
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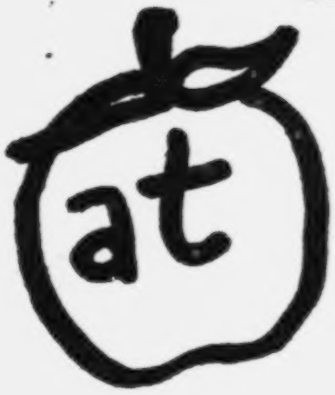
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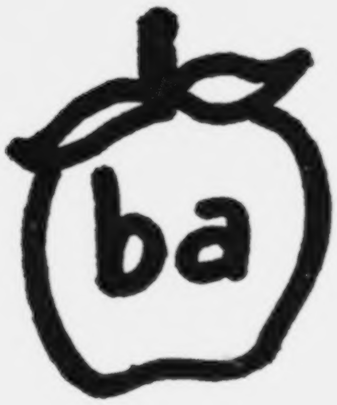
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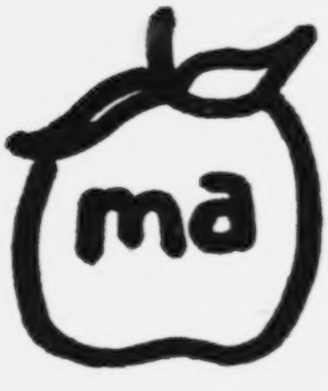
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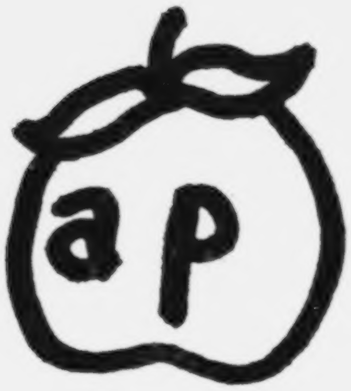
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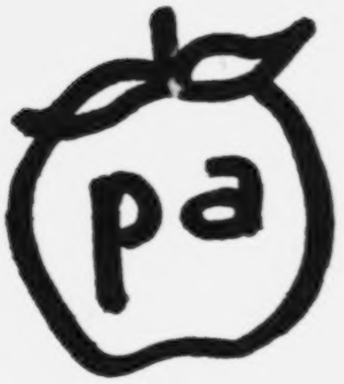
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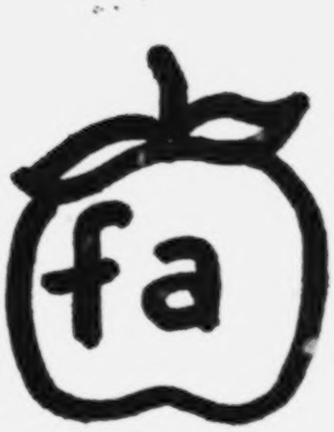
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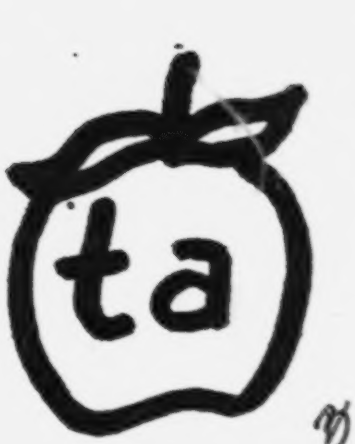
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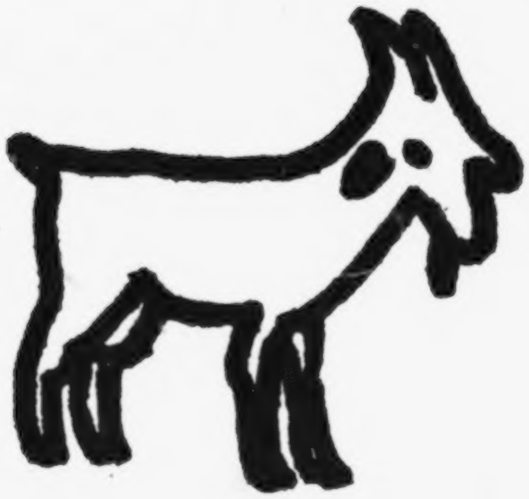

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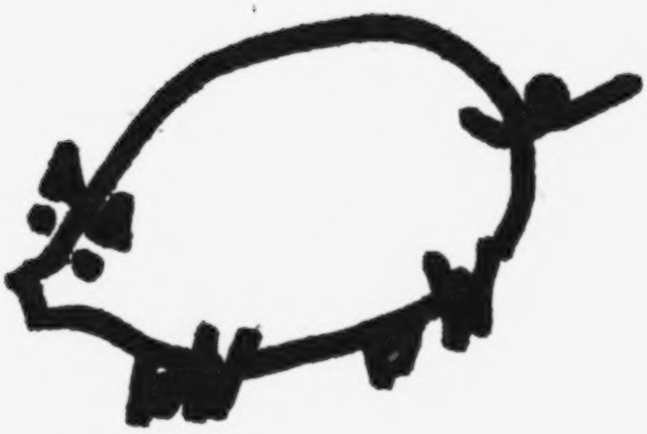

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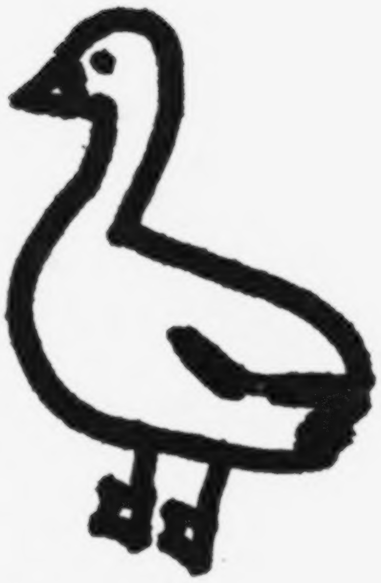

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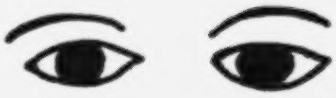

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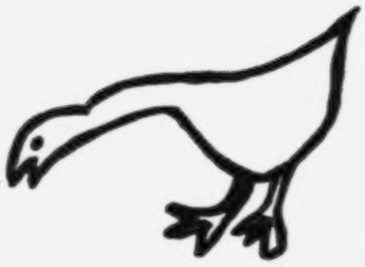

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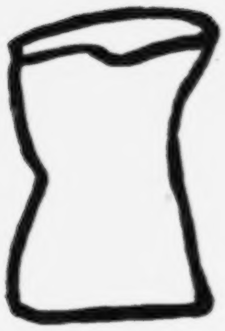

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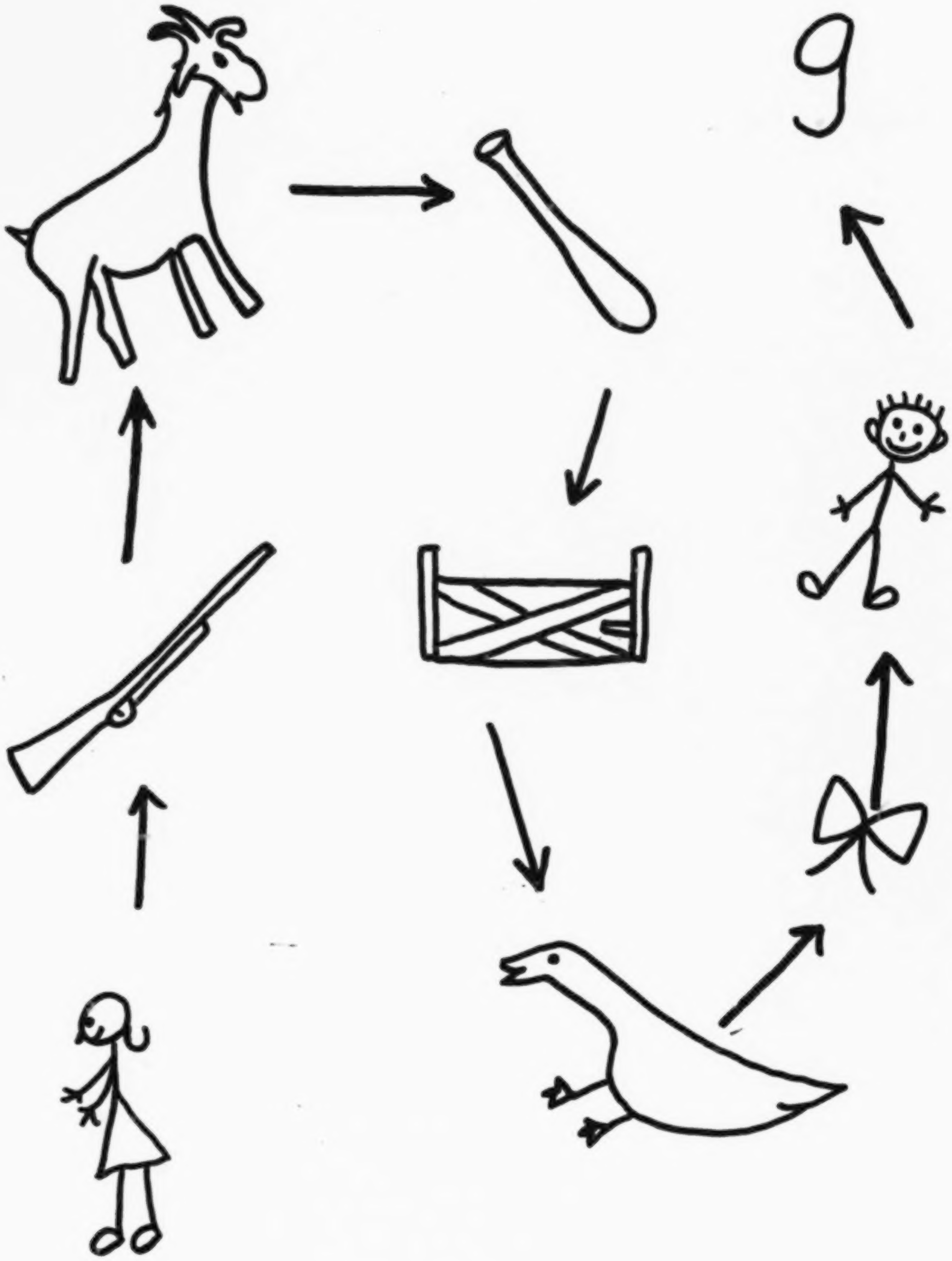

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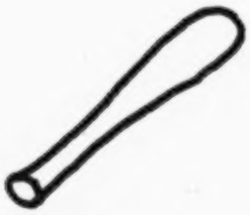

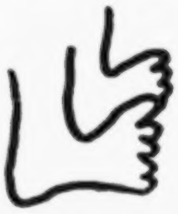

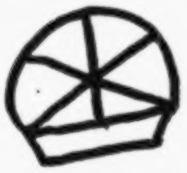

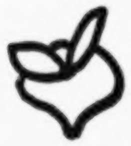

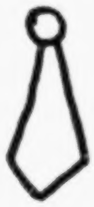

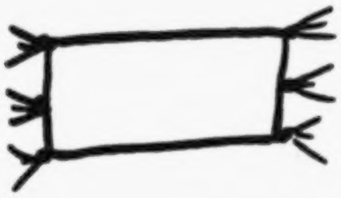

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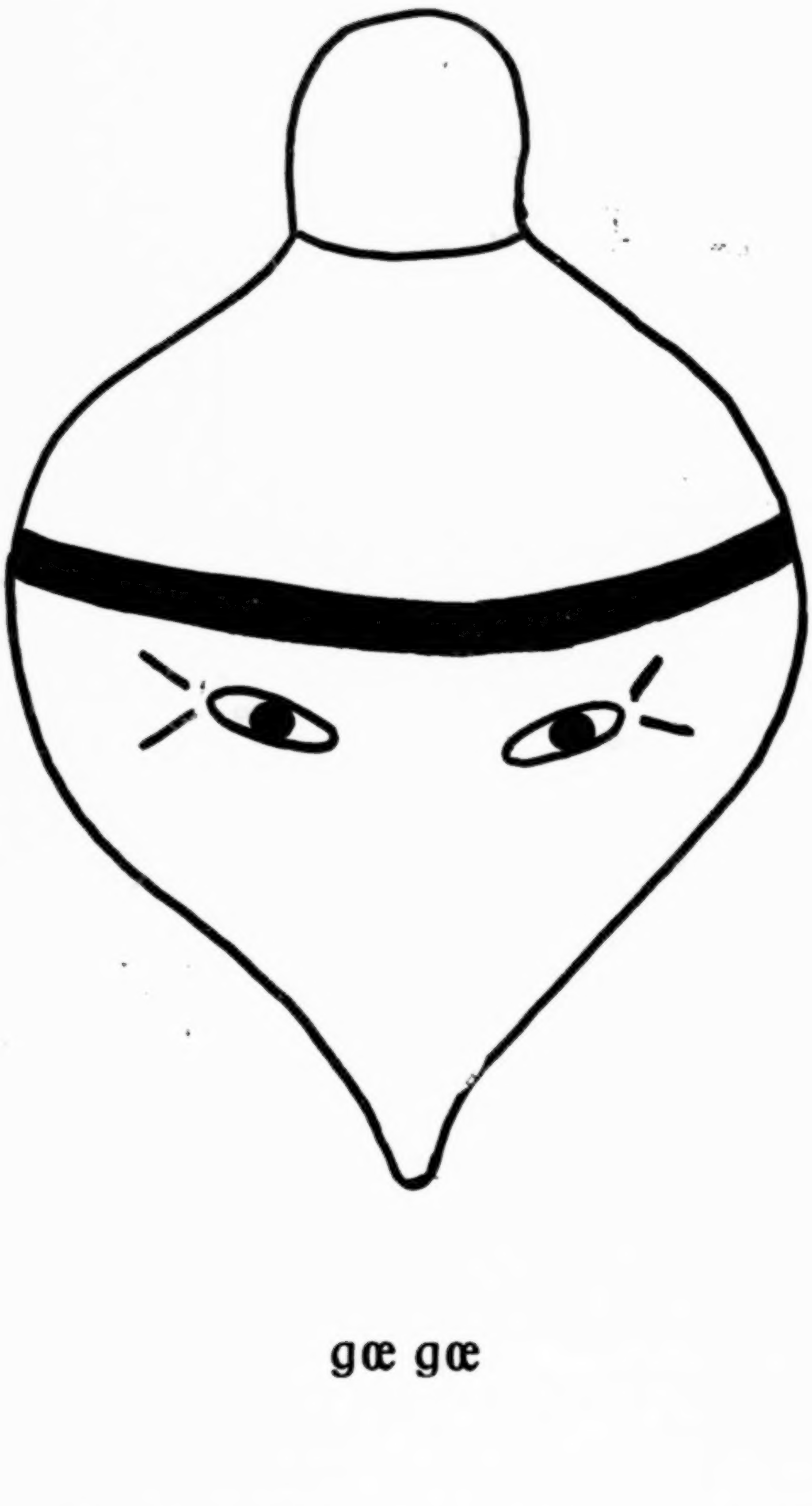

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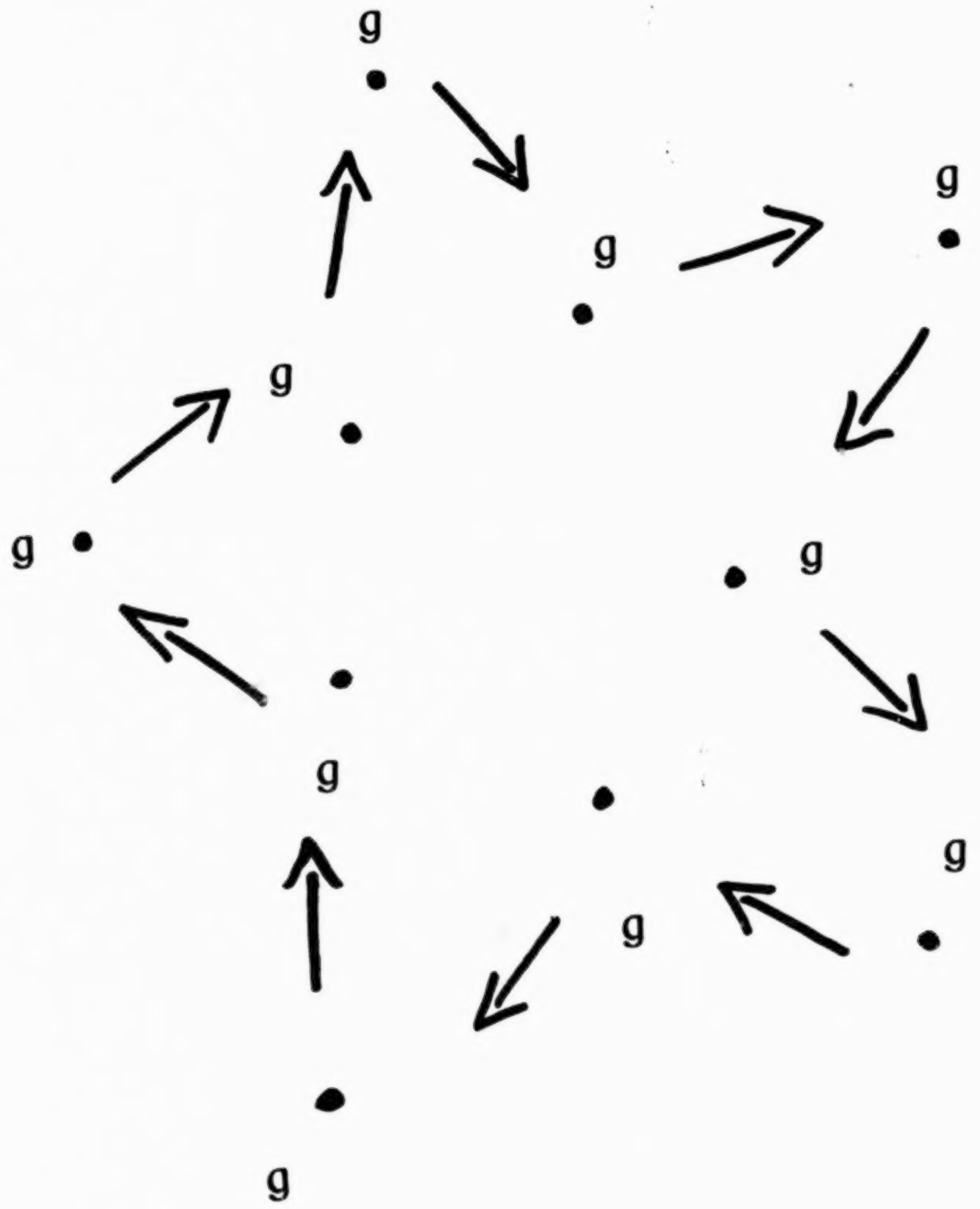
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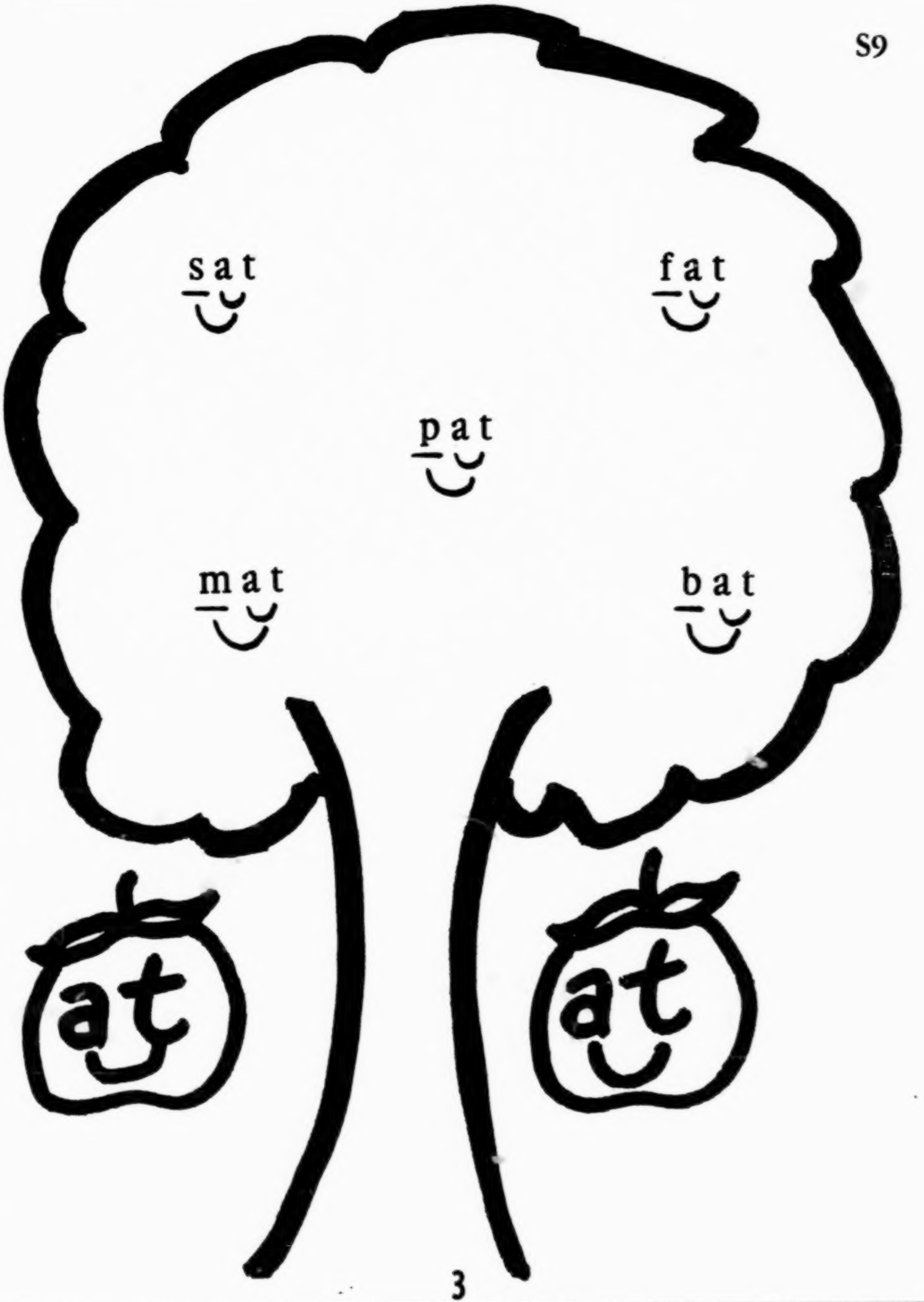
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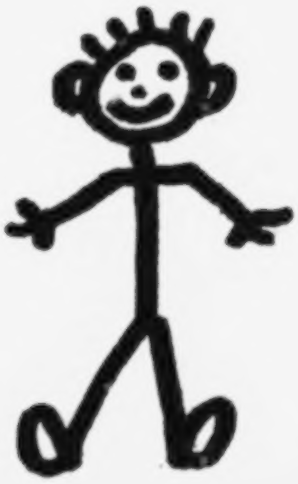

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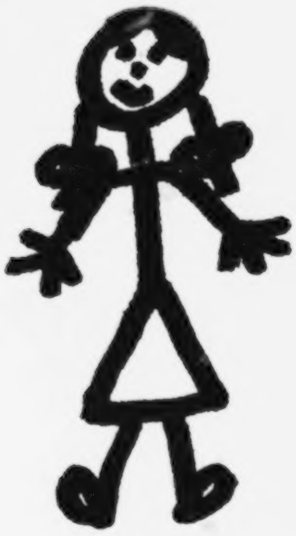

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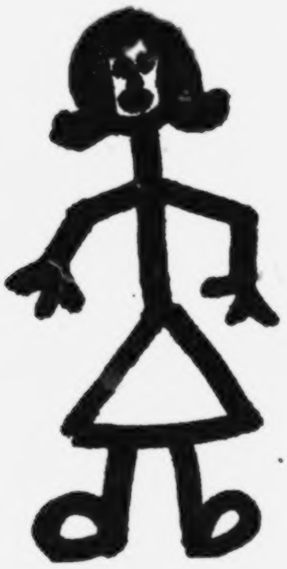

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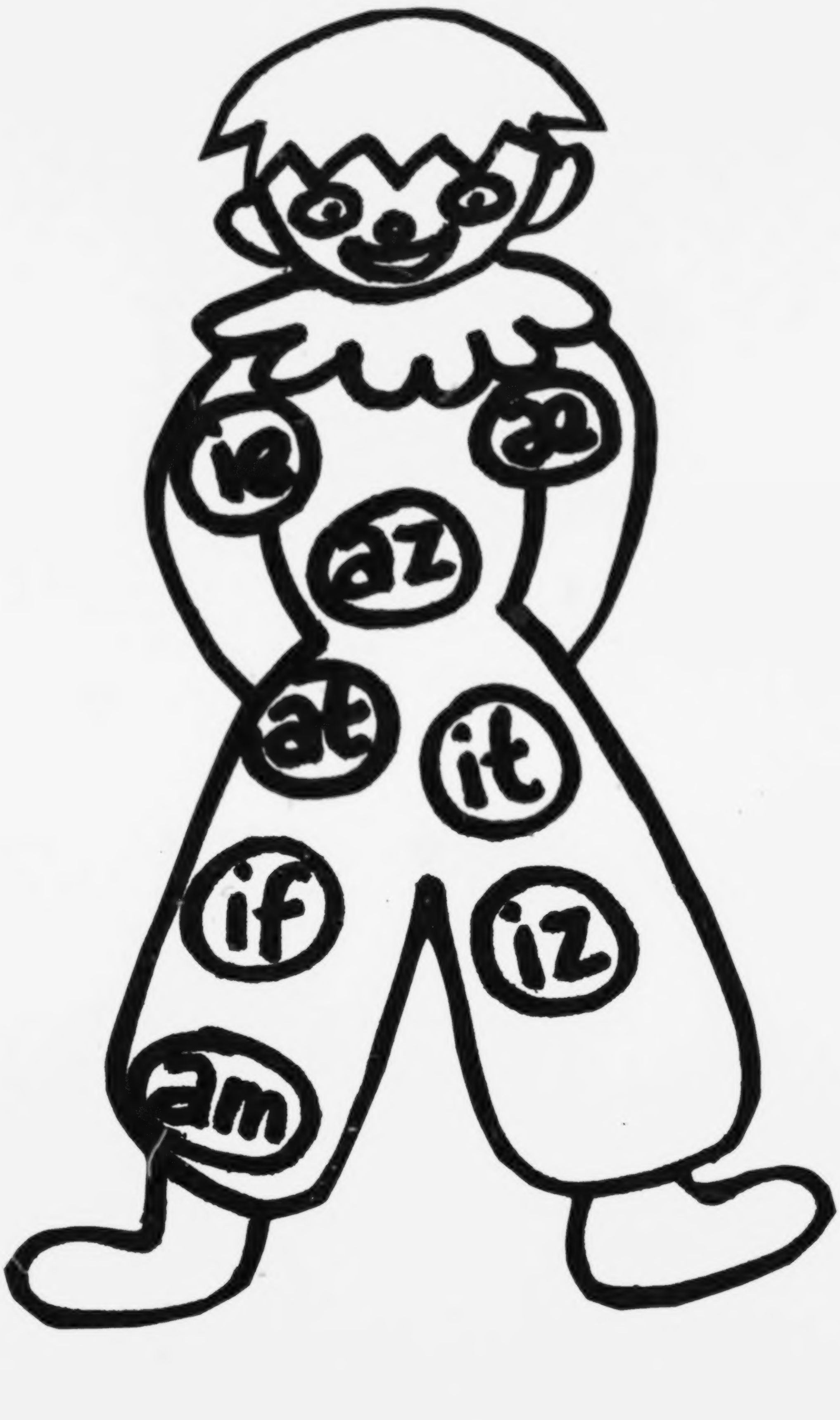
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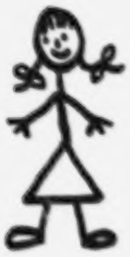
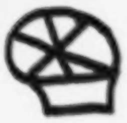
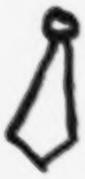
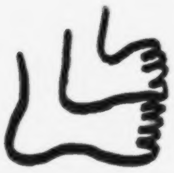
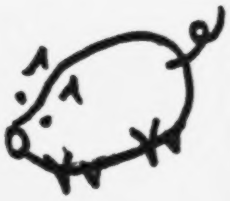
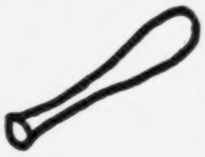
ie am æ boi.			
it iz æ bꝏt.			
it iz æ tie.			
ie sϵϵ tꝏ fϵϵt.			
it iz æ mꝏs.			
it iz mie bat.			

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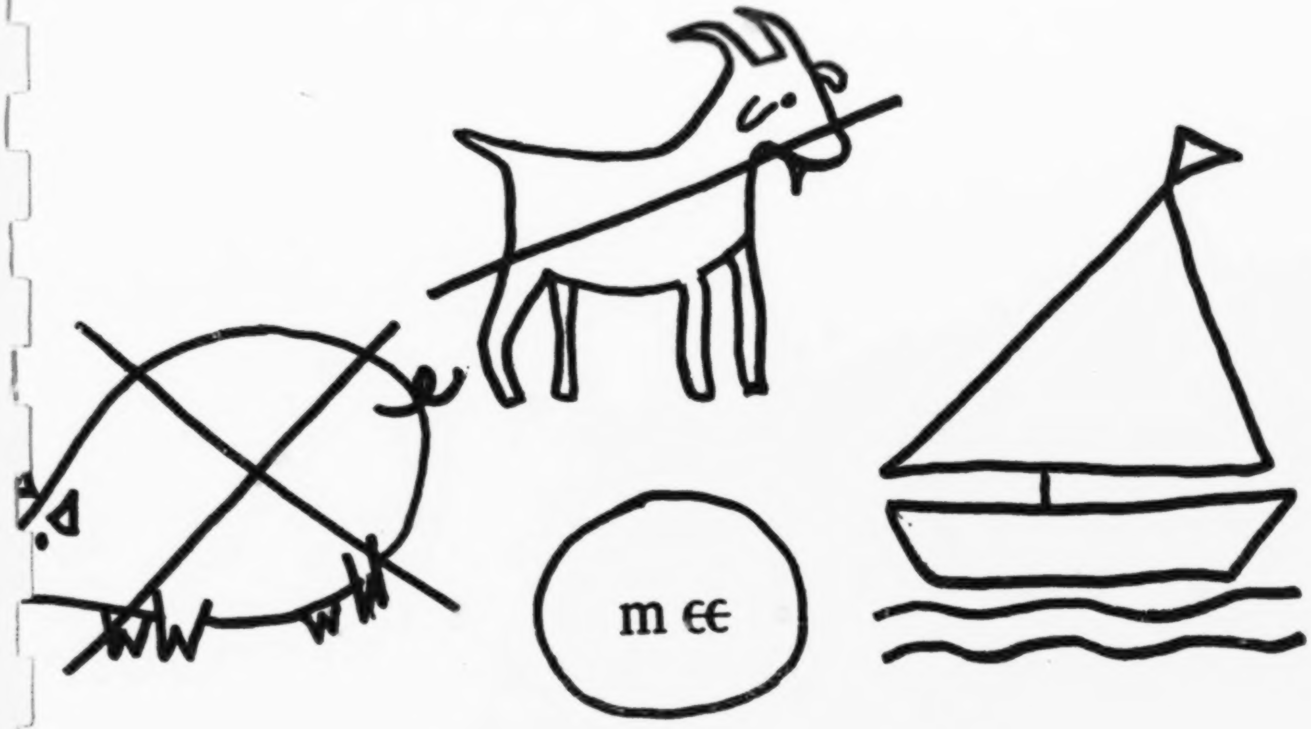

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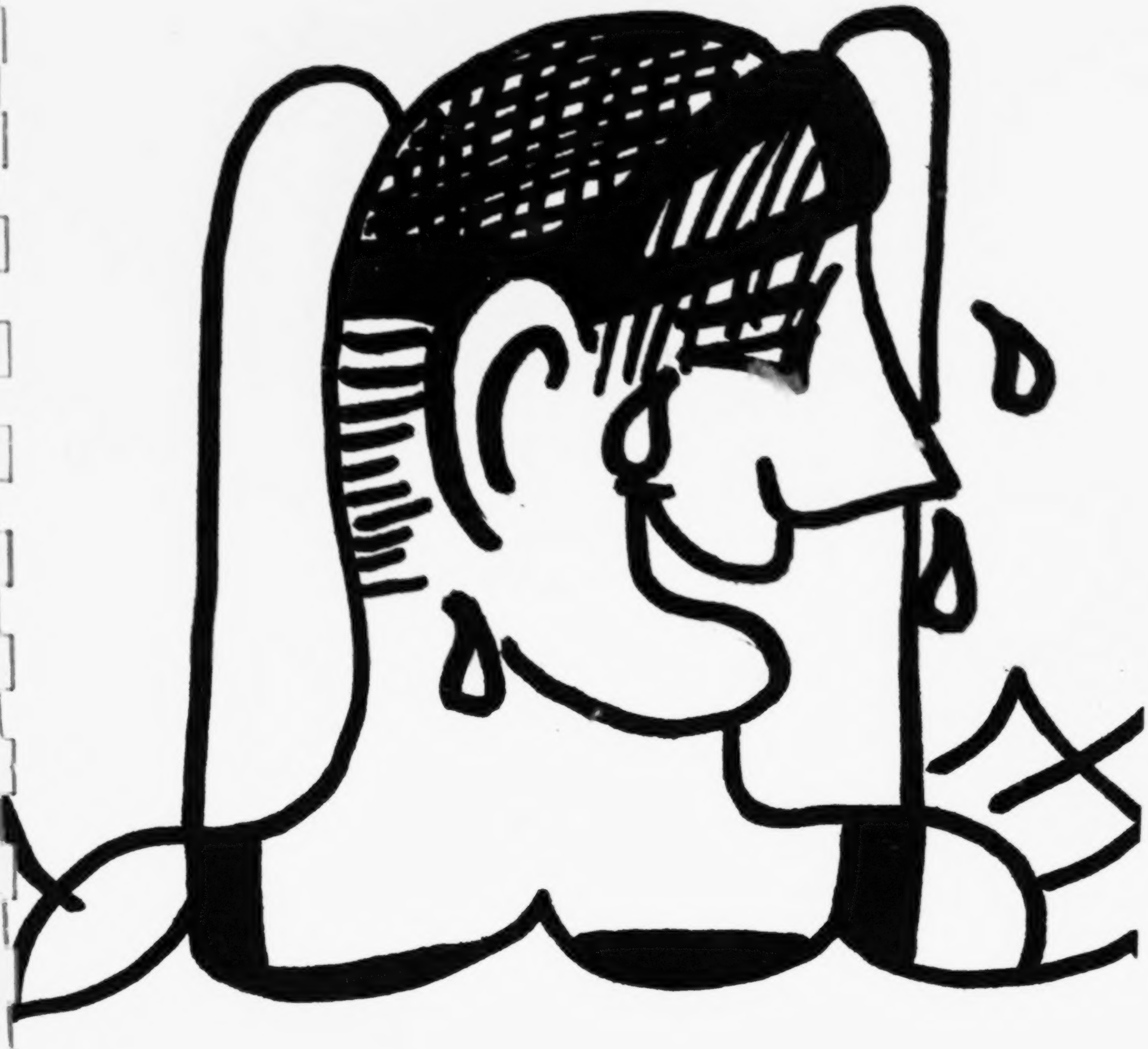

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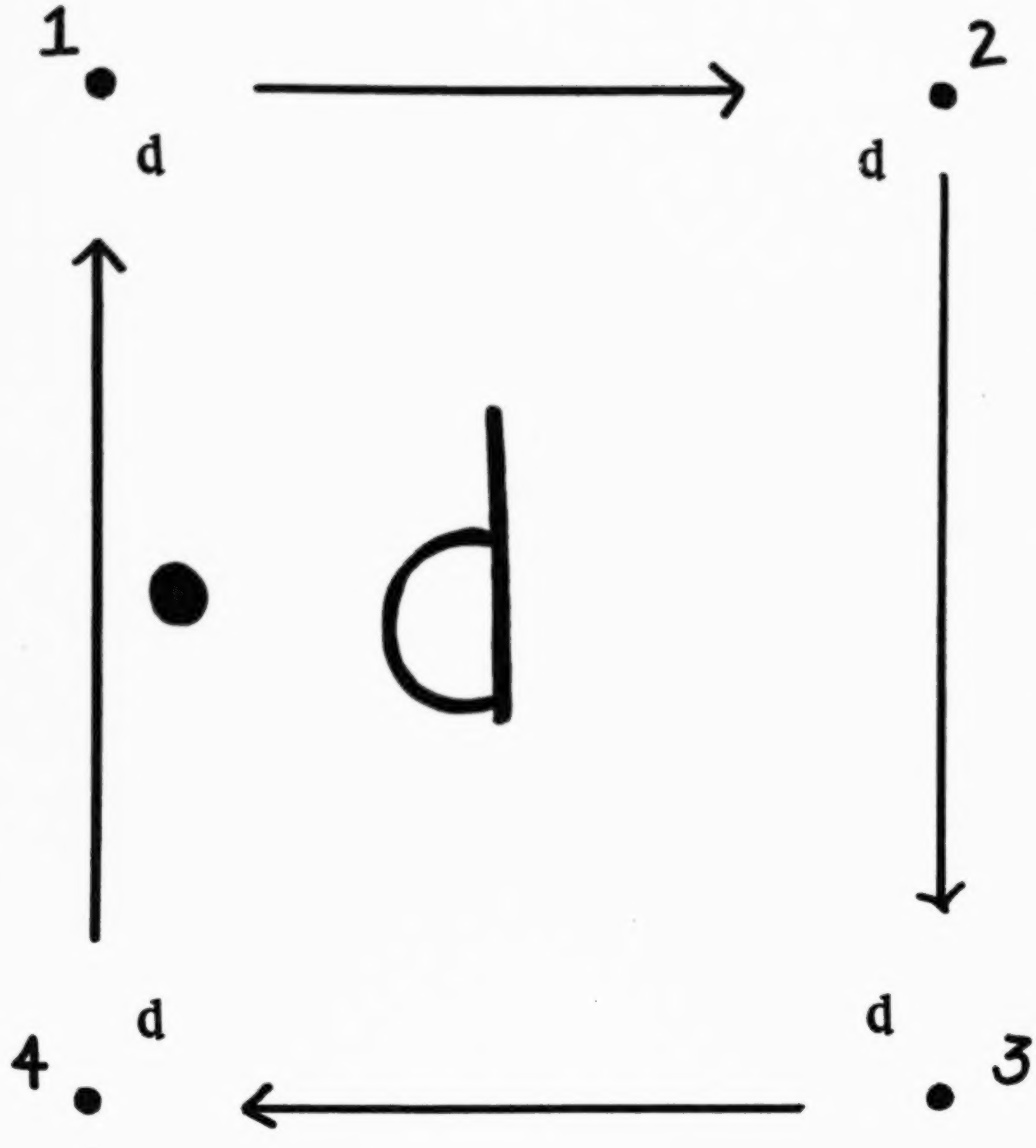
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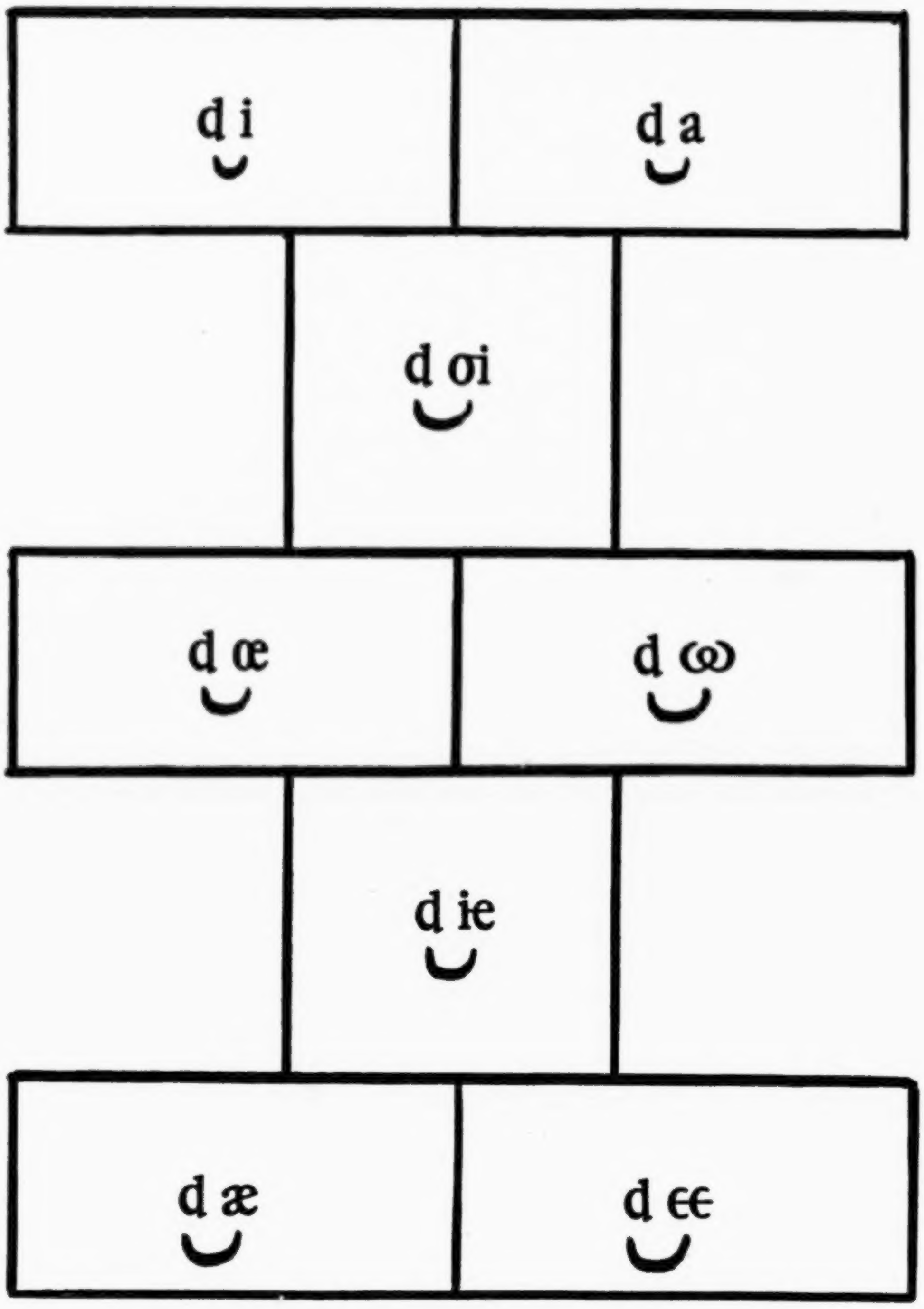
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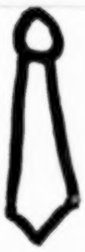

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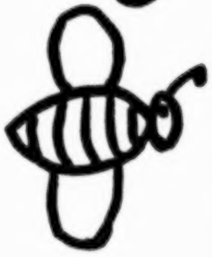

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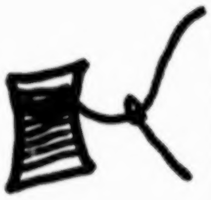

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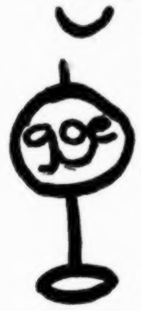

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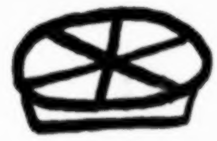

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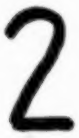

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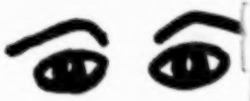

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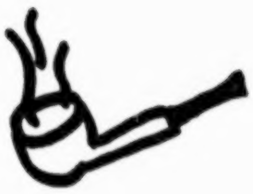

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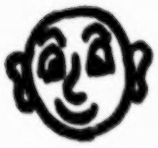

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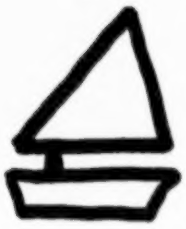

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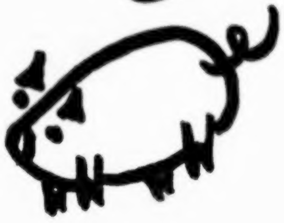

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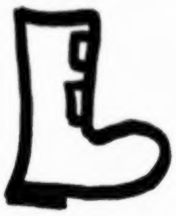

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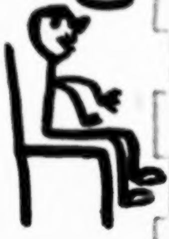

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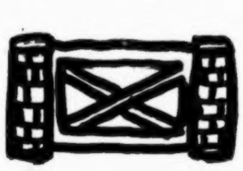

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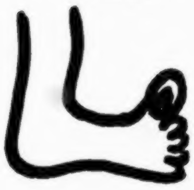

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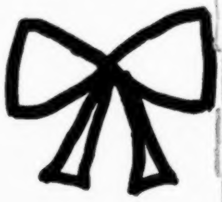

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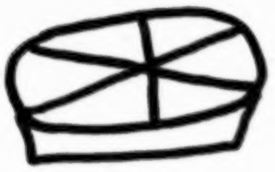
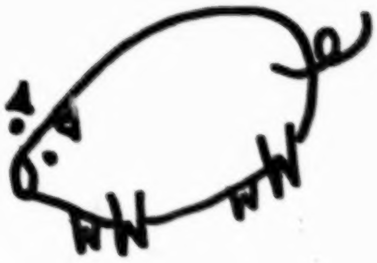
it iz mie pig.

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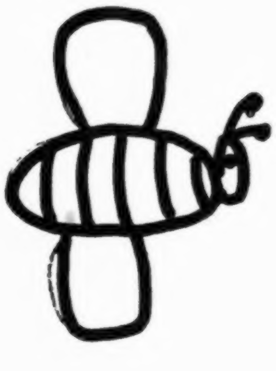
it gœz zig-zag. it bit mie dad.



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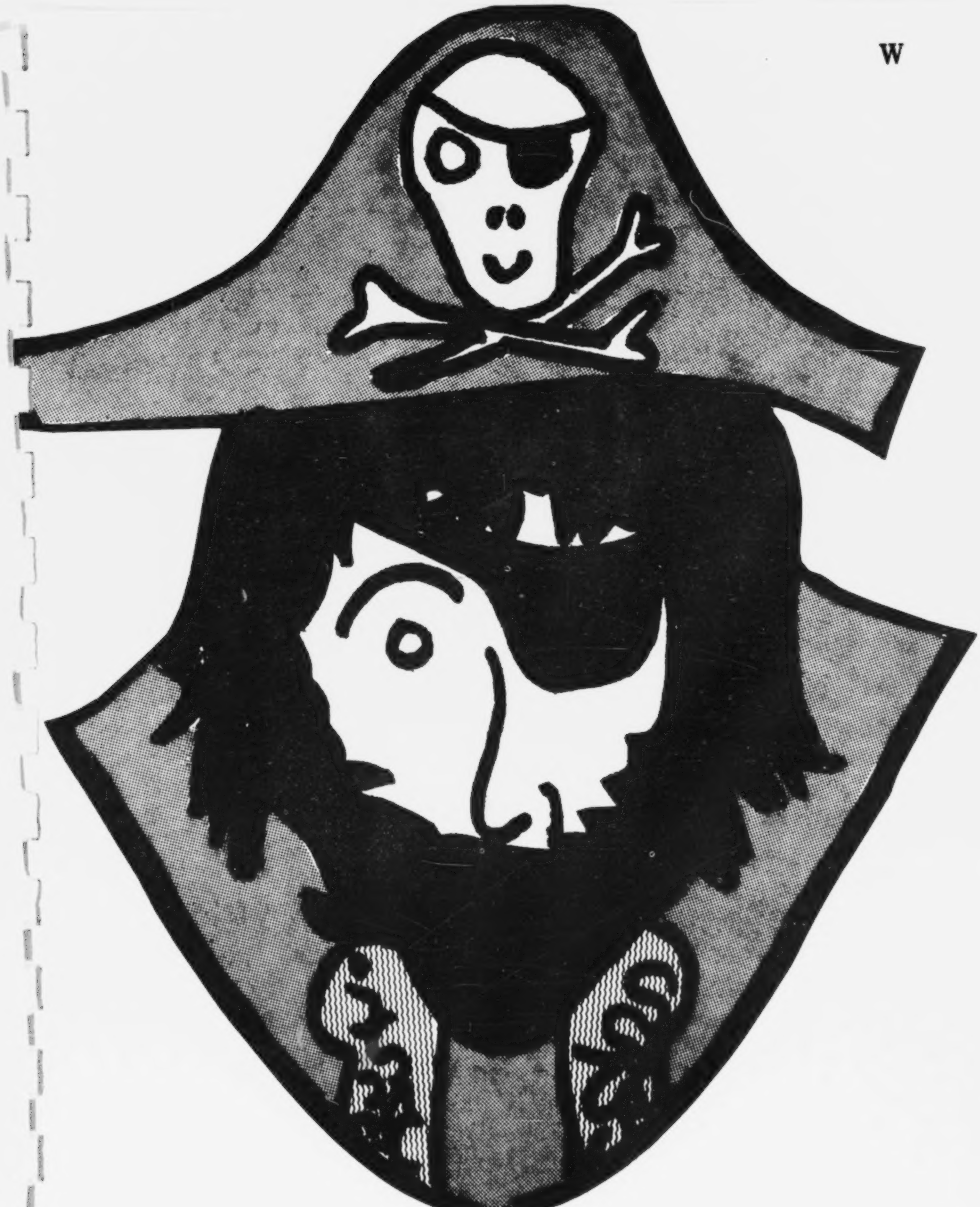

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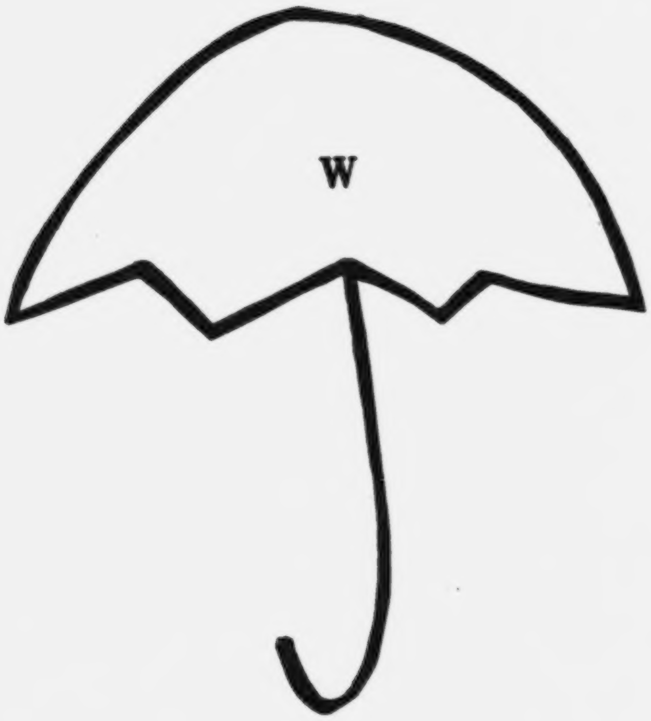
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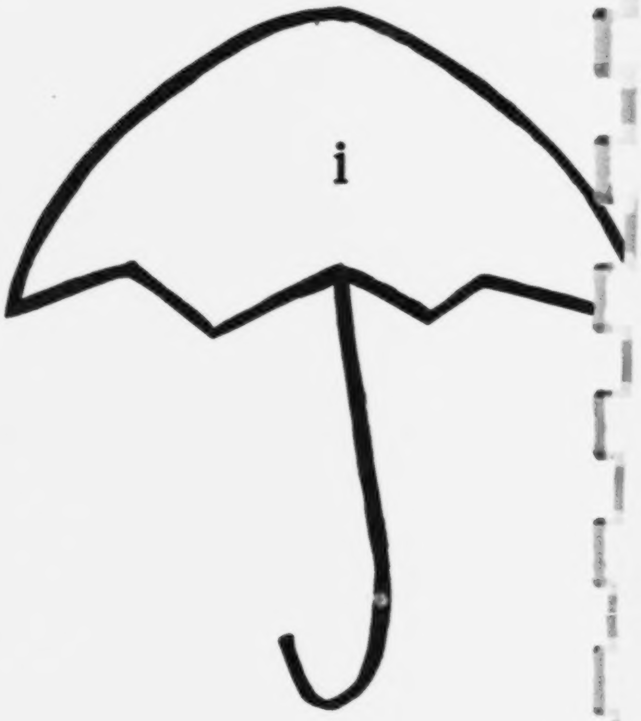
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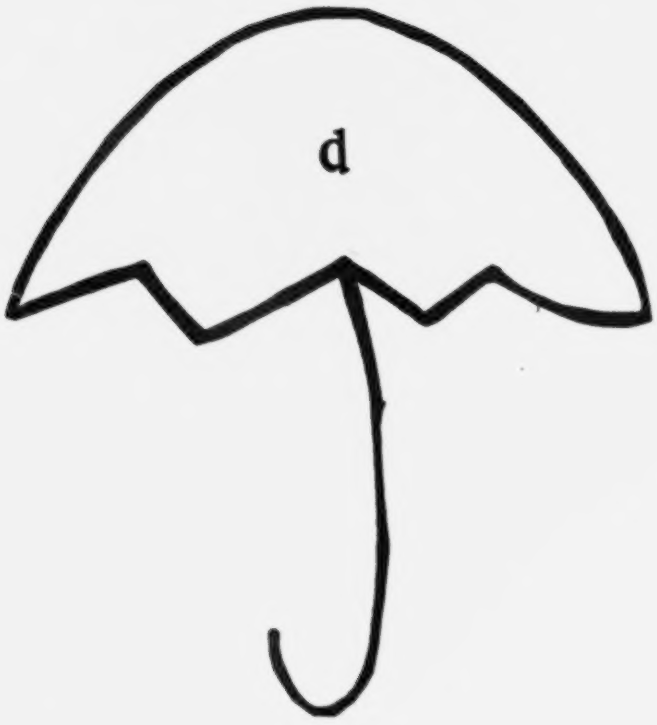
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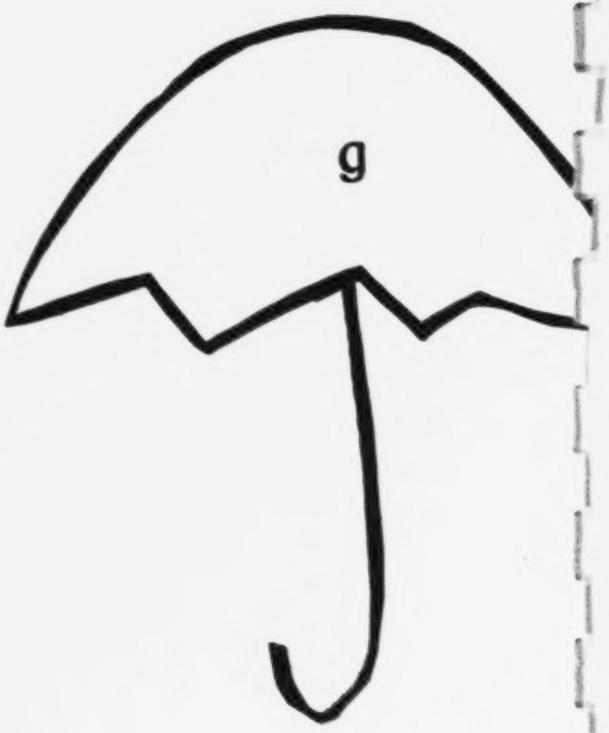
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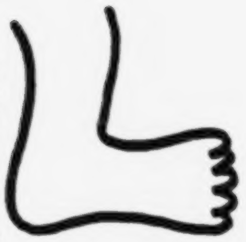

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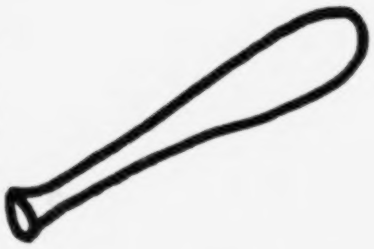

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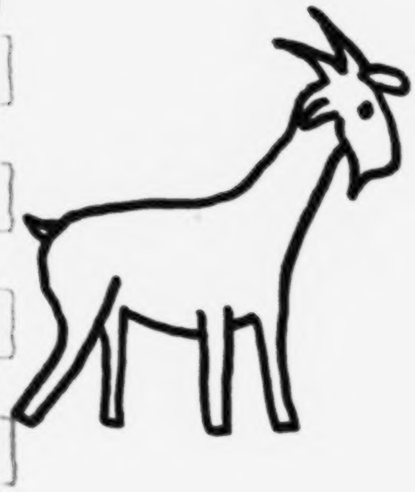

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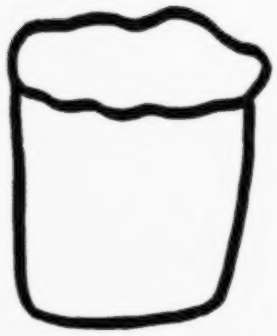

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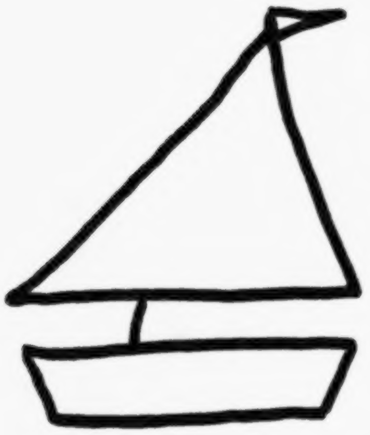

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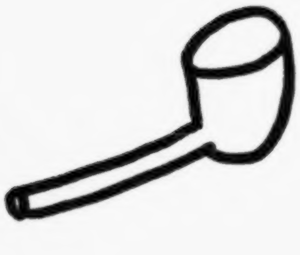

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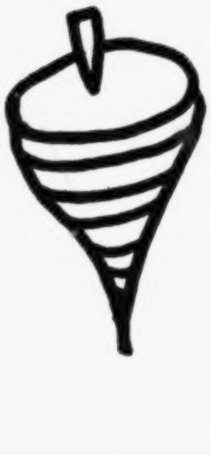

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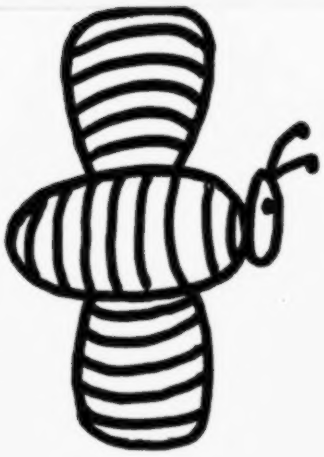

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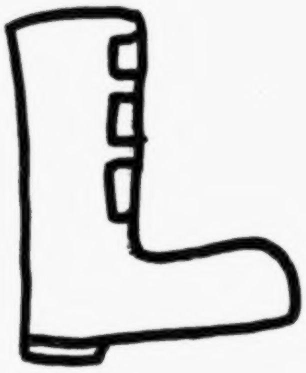

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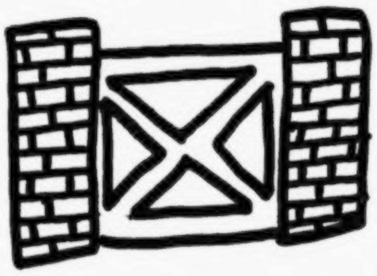

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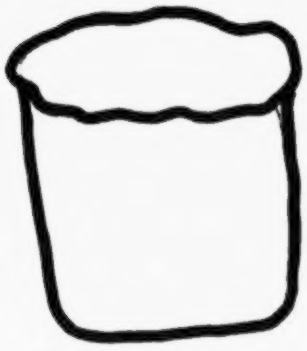

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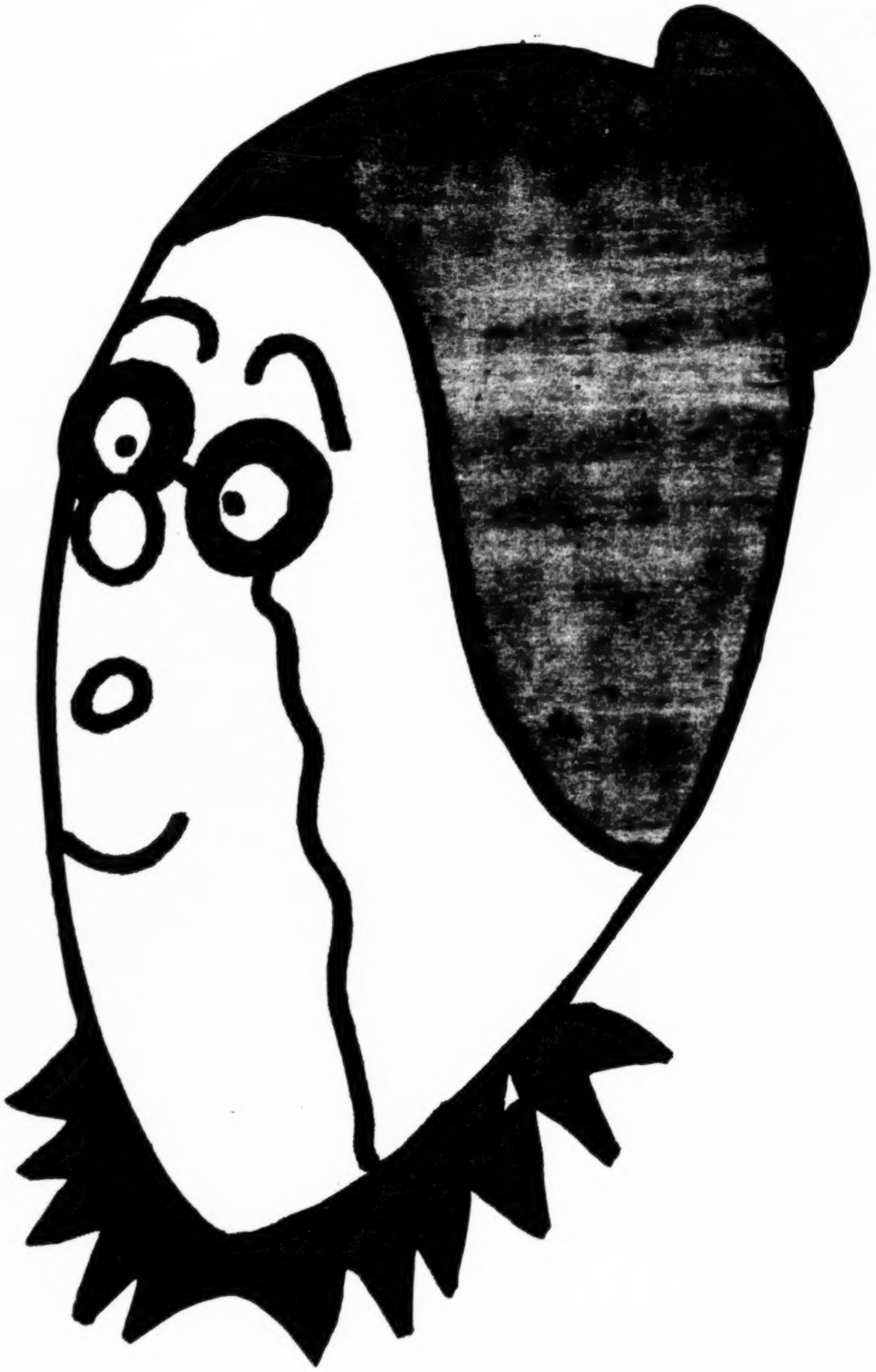

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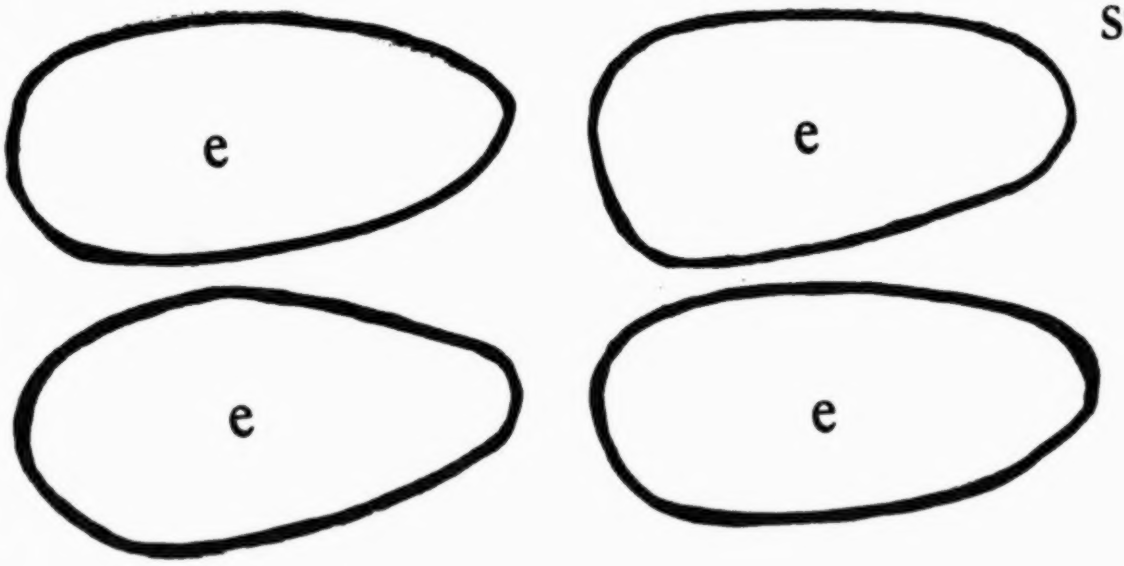

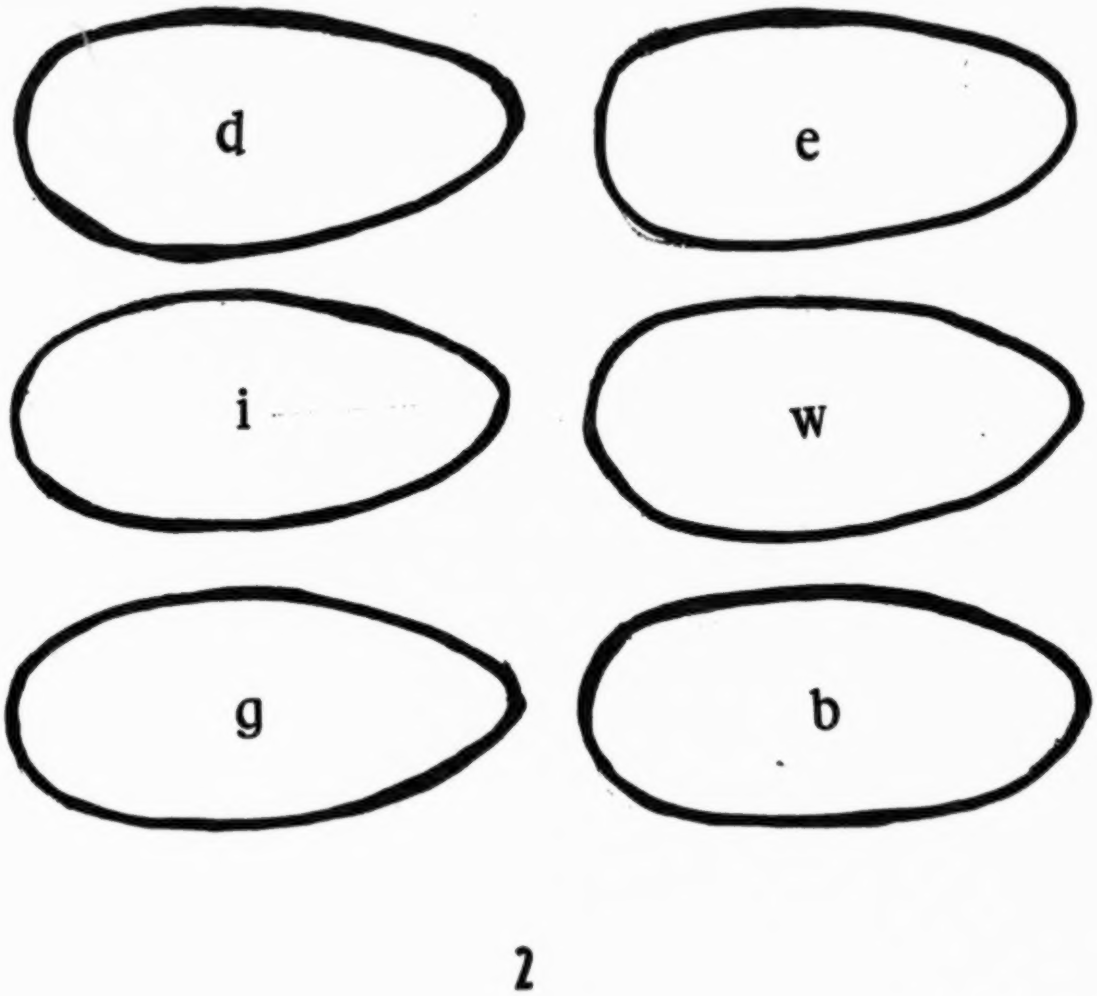

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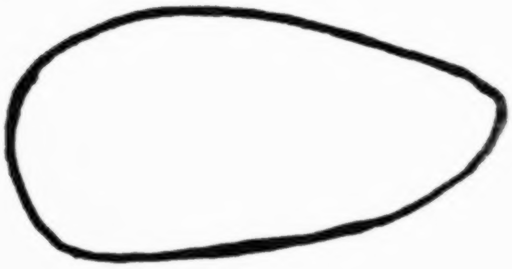

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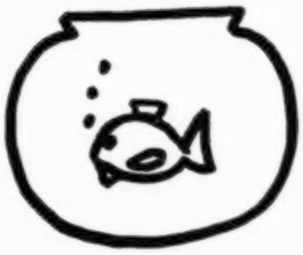

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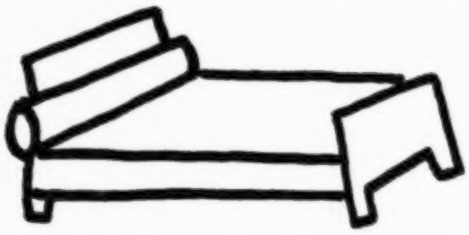

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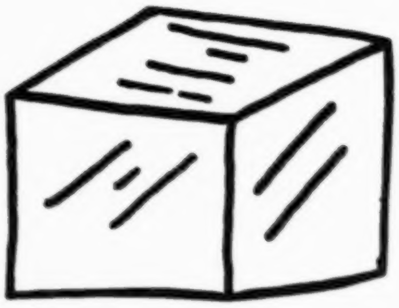

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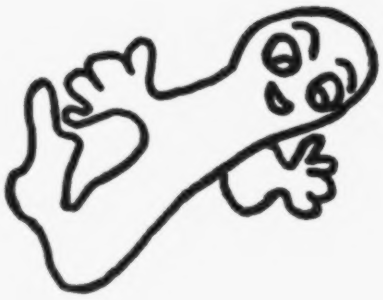

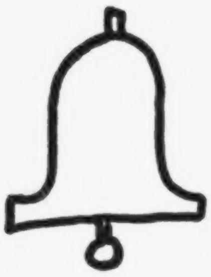

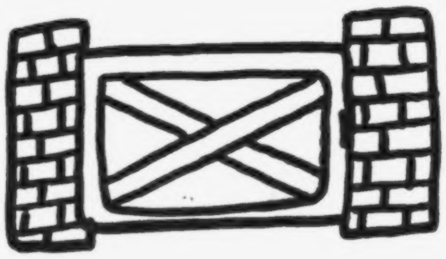

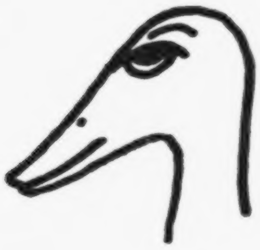

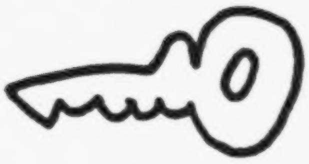

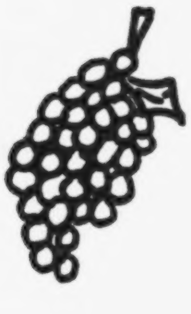

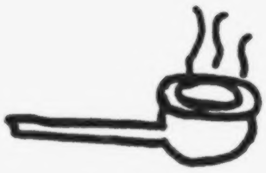

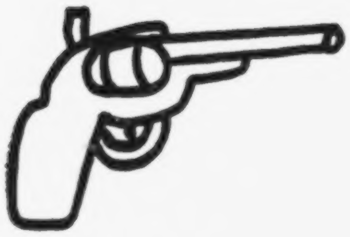

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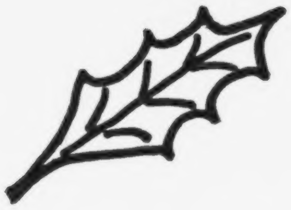

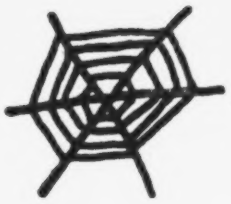

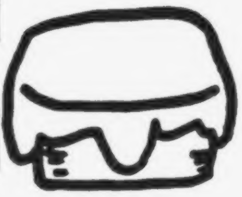

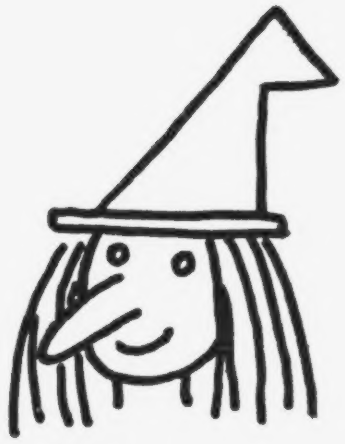

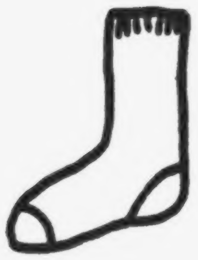

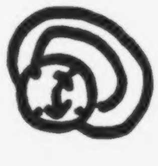

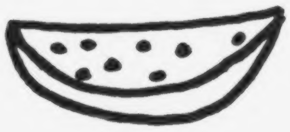

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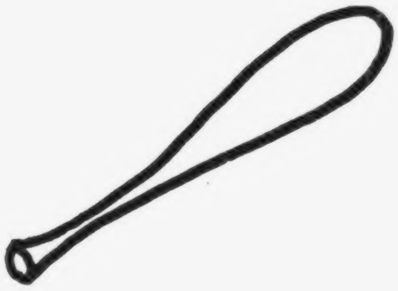

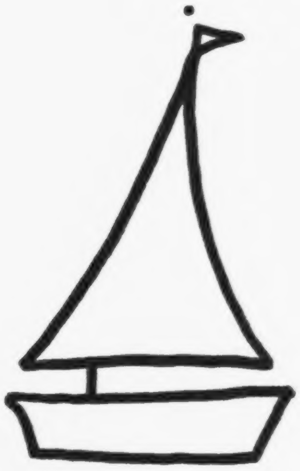

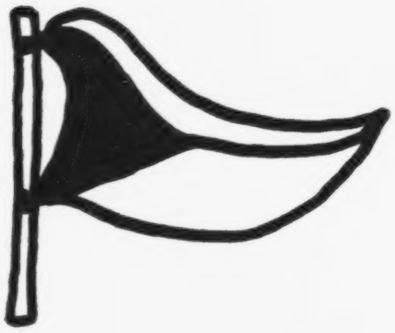

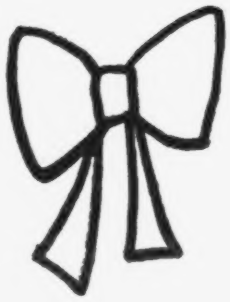

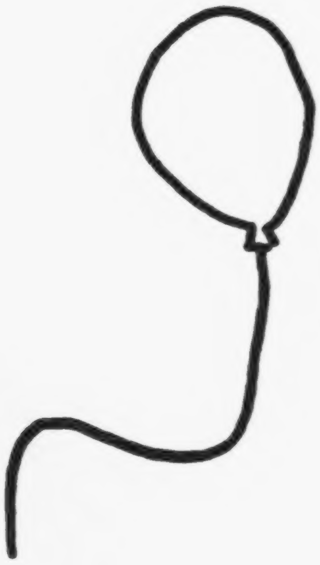

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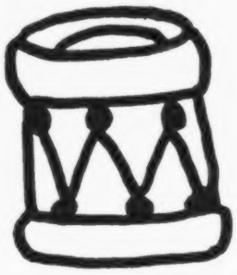

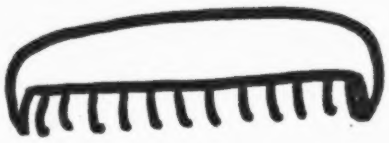

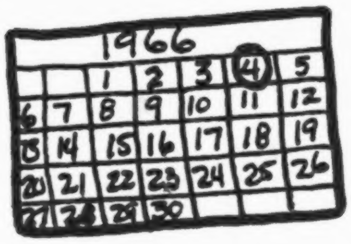
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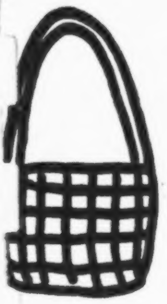

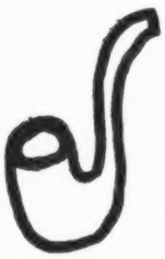

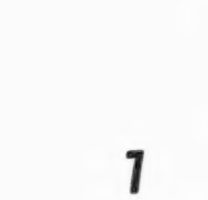

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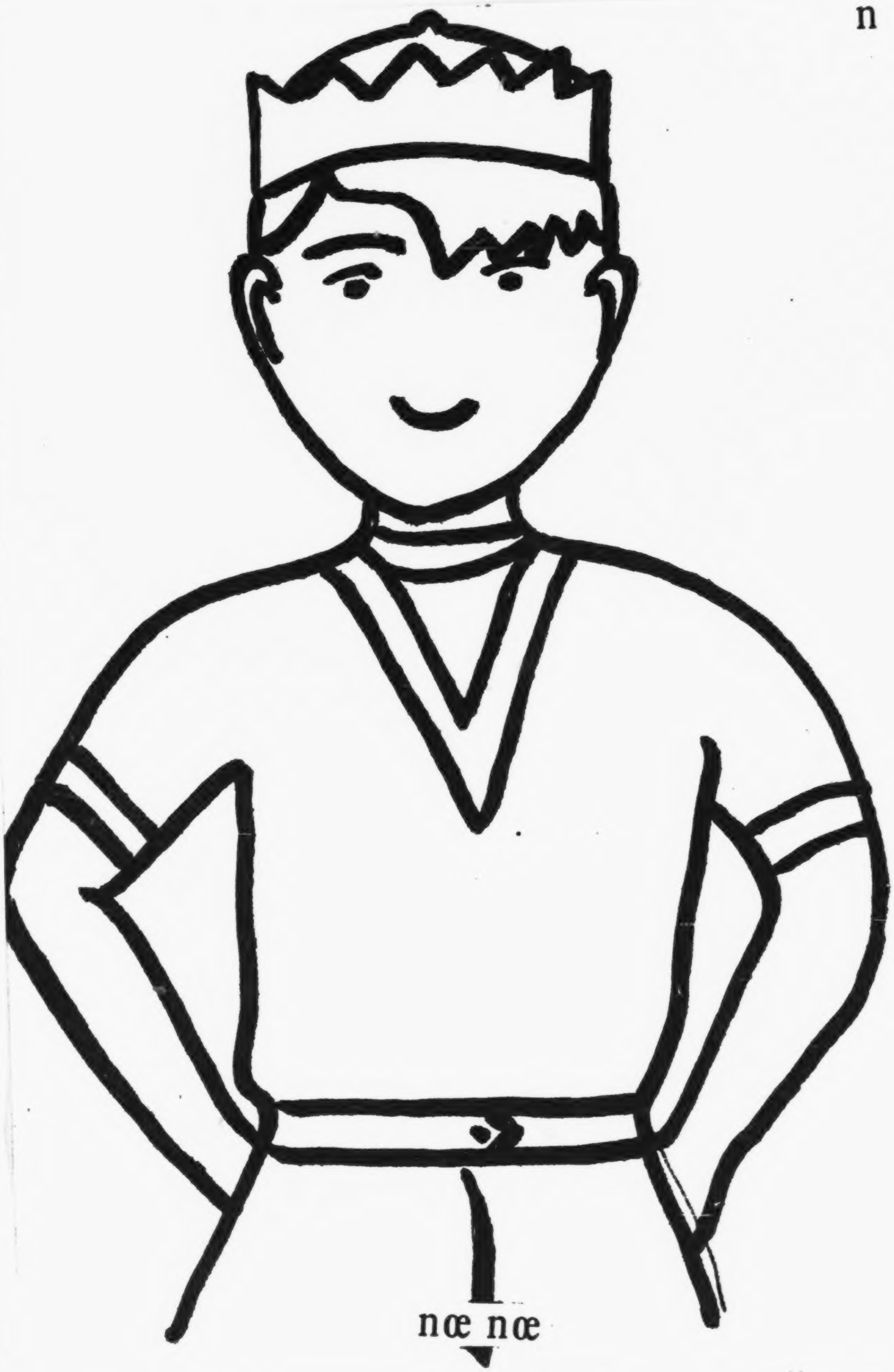

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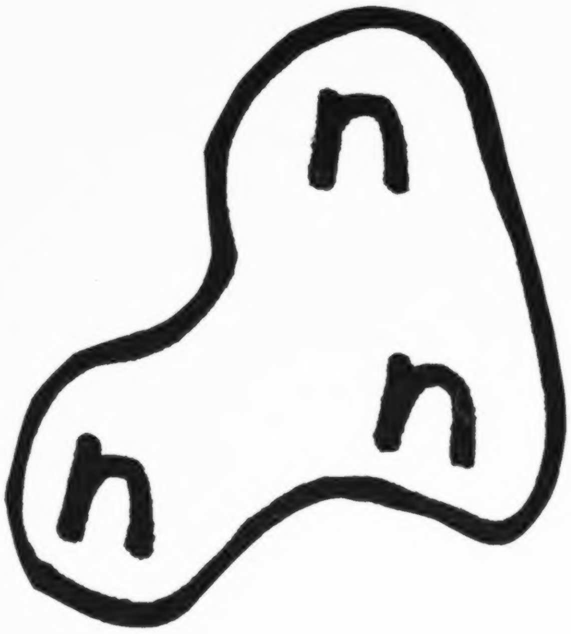

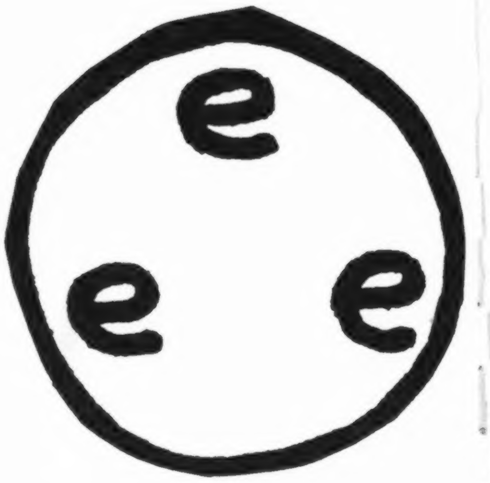

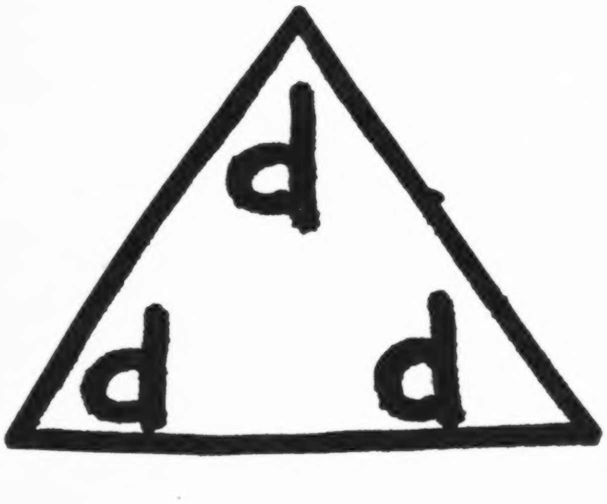

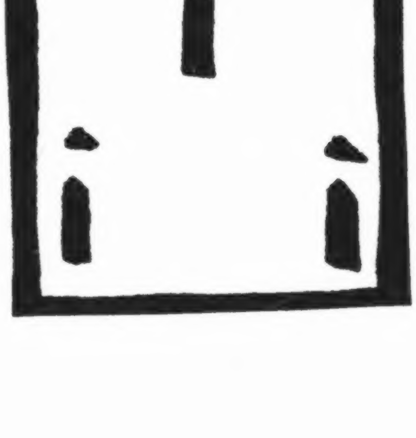

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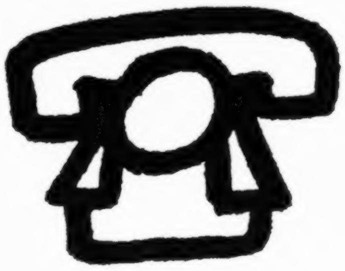

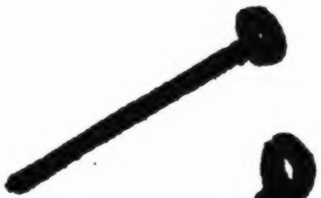

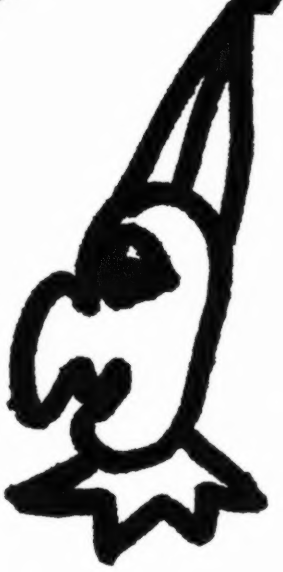

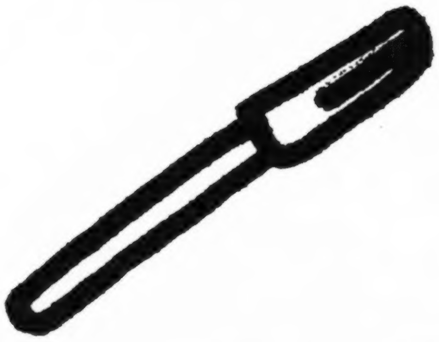

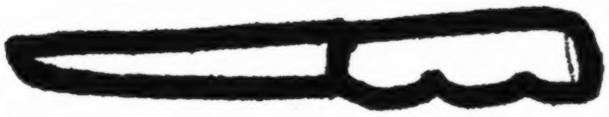

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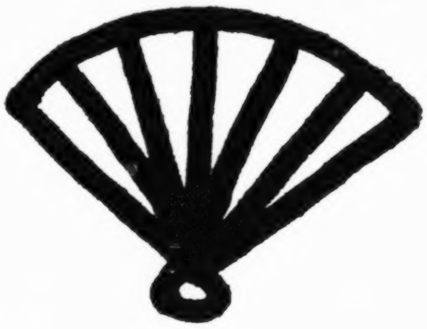

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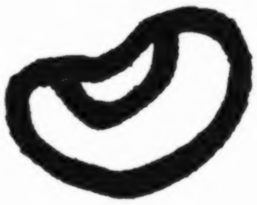

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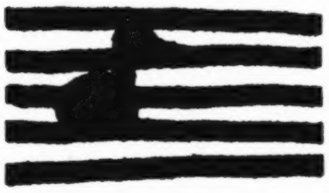

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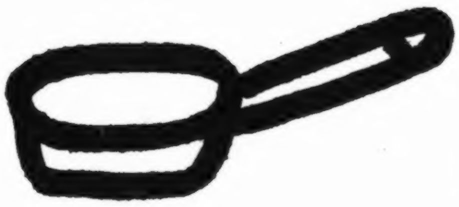

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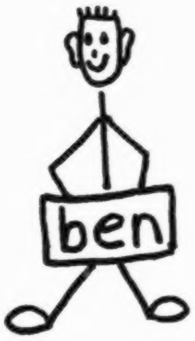
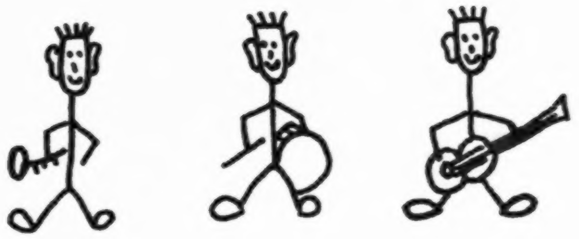
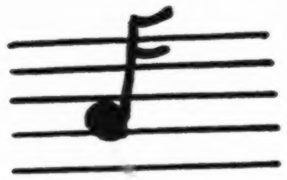


ie am æ man.

ie am in æ band.



ie sϵϵ æ nœt. it iz æ.



dan iz in mie band tꝏ. it iz æ big band.

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Ronald Goldman, Ph.D. and Martha E. Lynch, M.S.

8

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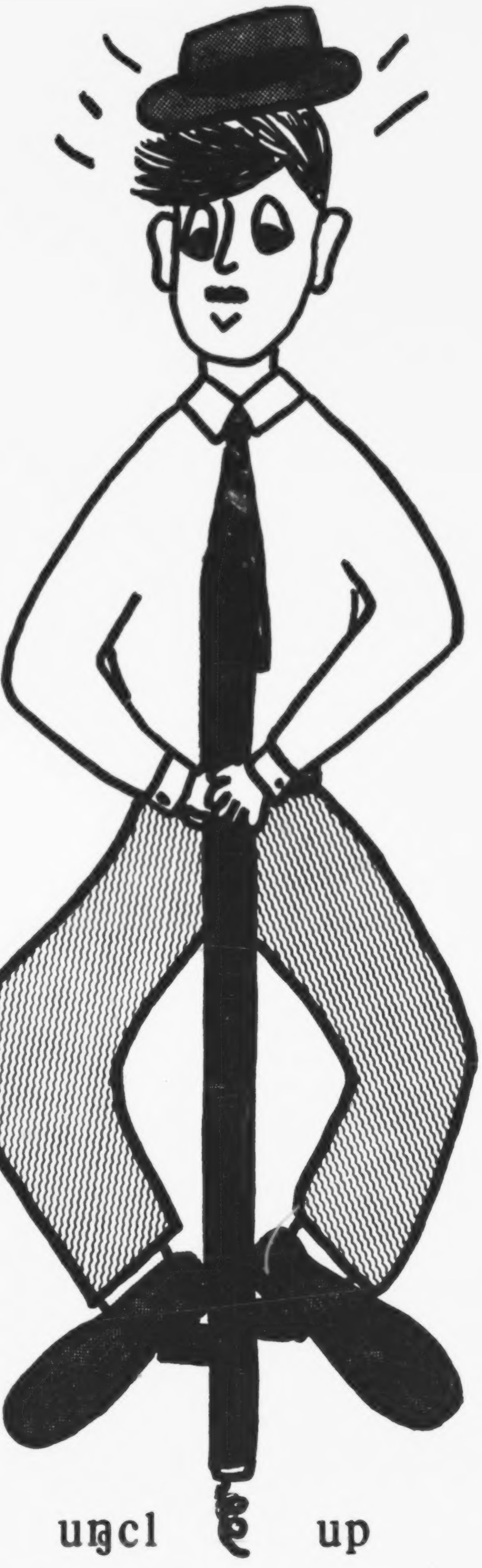

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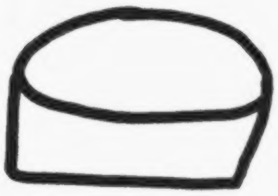

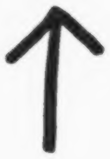

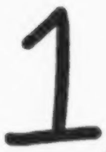

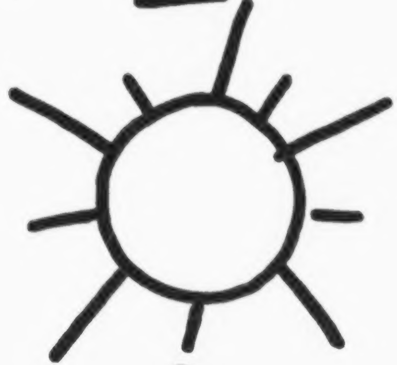

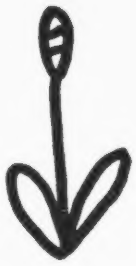

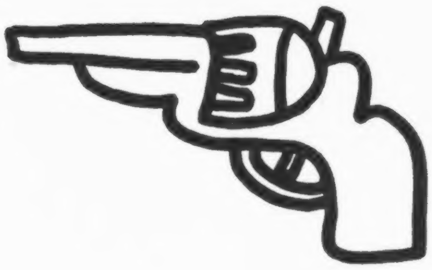

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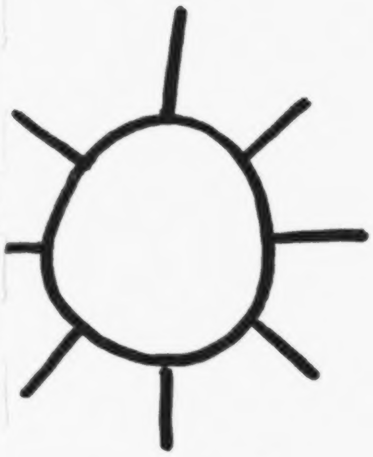

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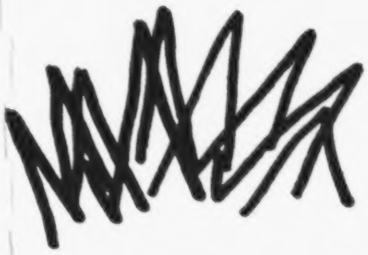

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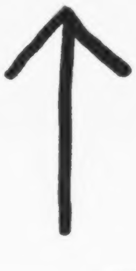

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	yes	nœ
ie am æ nut.		
mie dad iz æ man.		
ie wæ æ tun.		
ie am meen.		
ie sit in æ bed.		
beef iz æ meet.		

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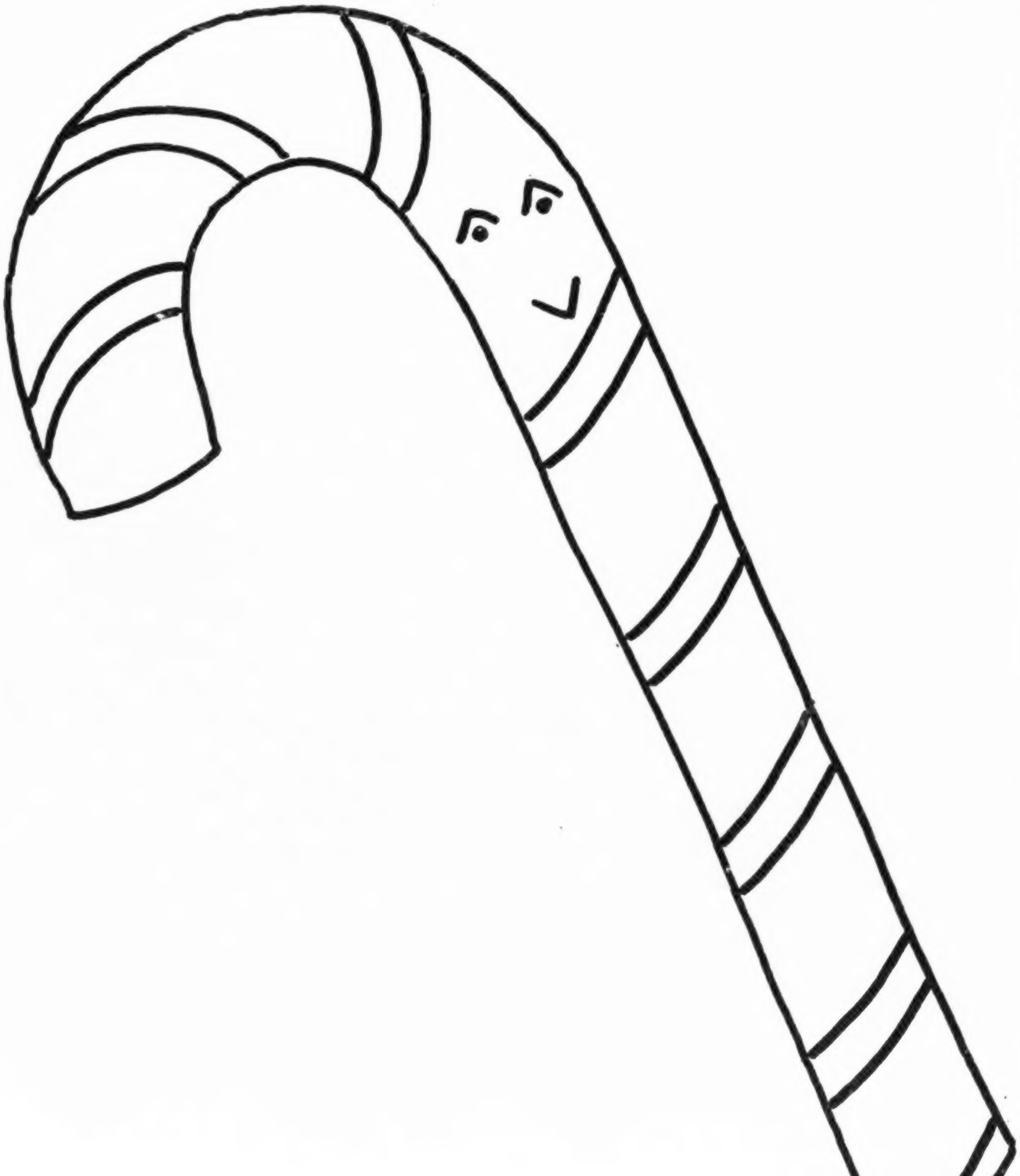
c



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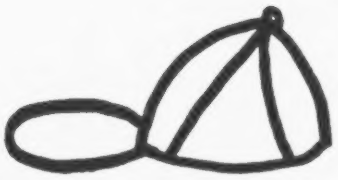

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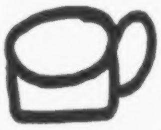

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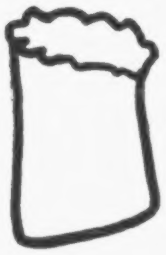
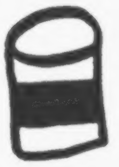
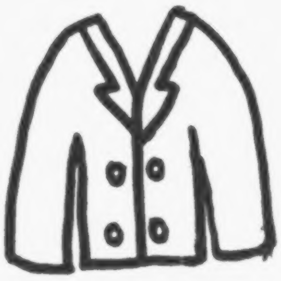


cup



cat



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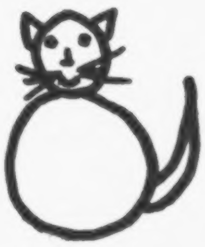
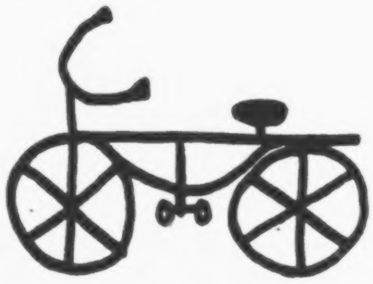
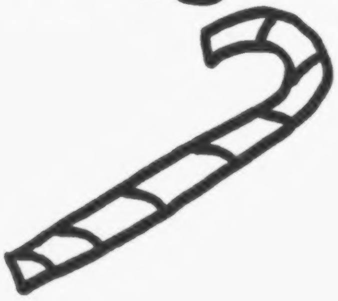


cap

A2



b ie___ m t c



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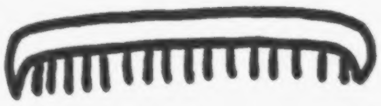

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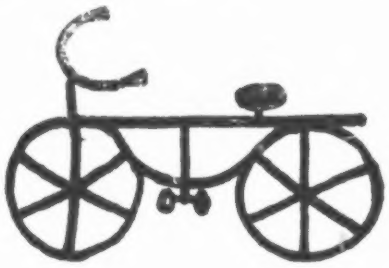

ie sεε zεεc. ie sεε zεεc's nω biec. zεεc cumz tω sεε mεε on hiz biec. it iz æ nies biec. zεεc sez ie can tæc hiz biec tωdæ.

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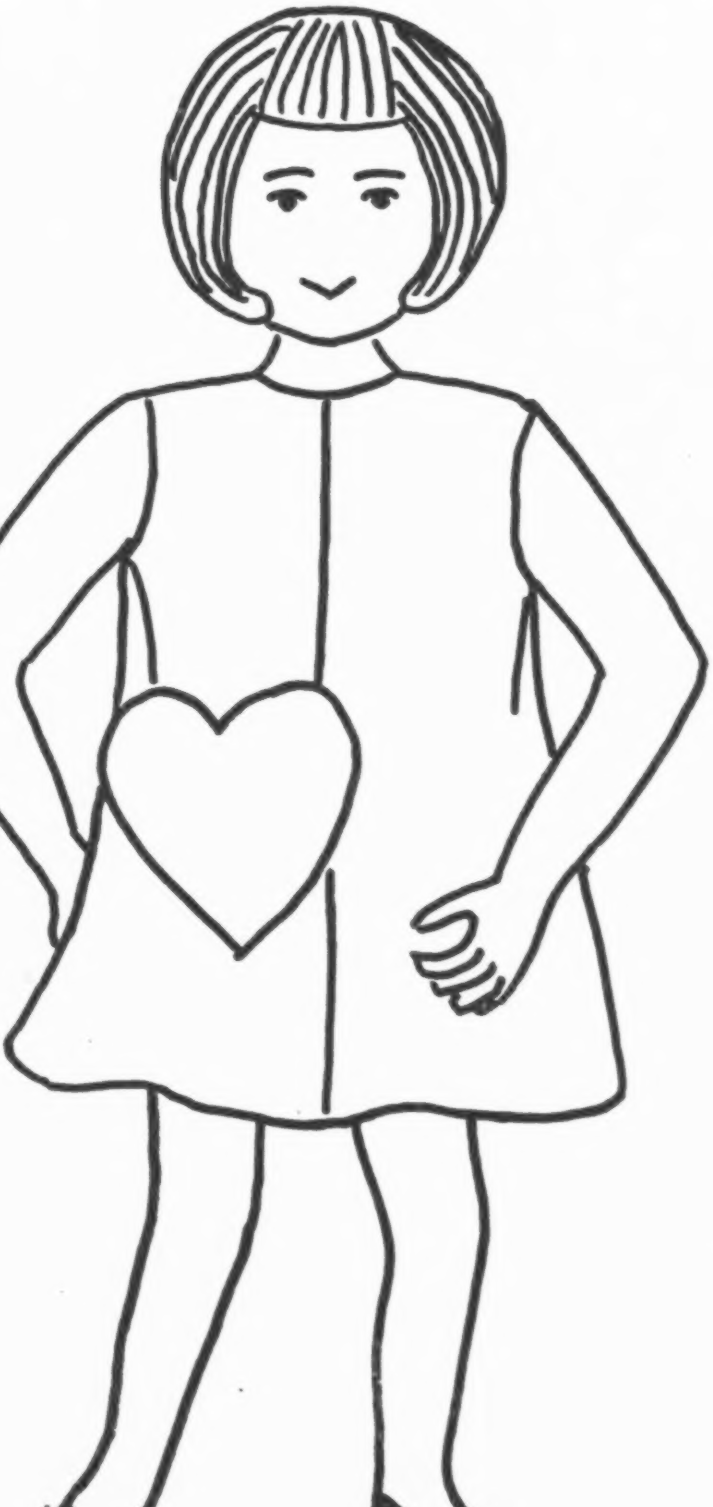
h



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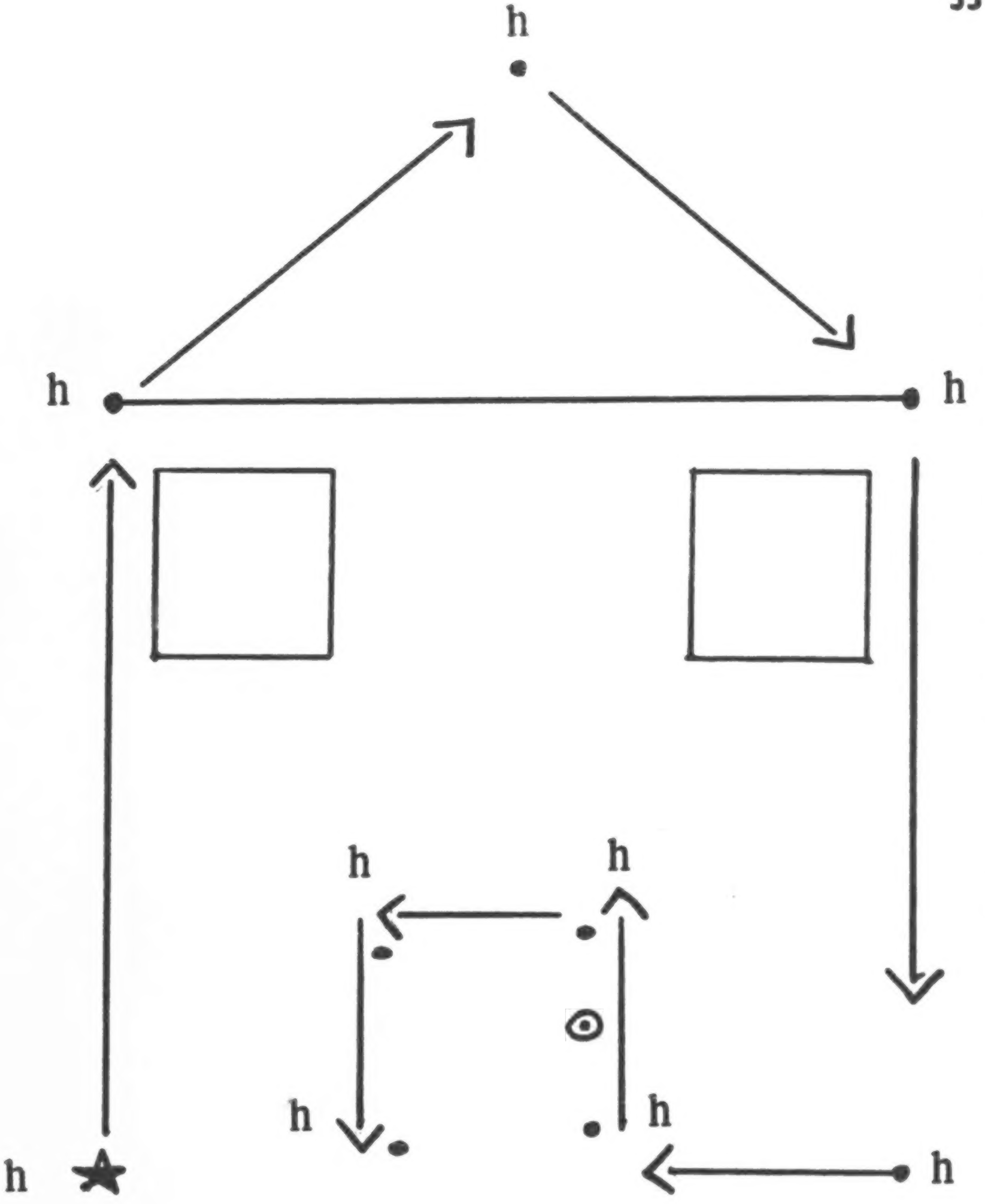

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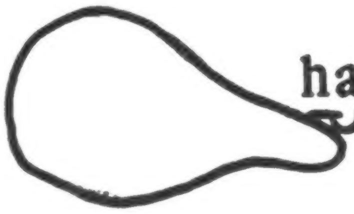
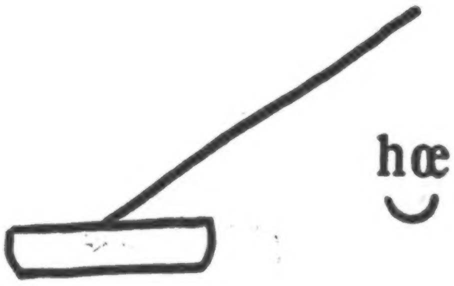
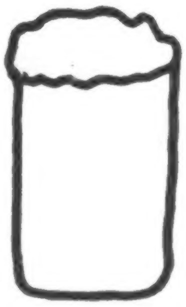
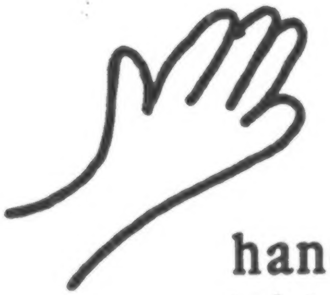
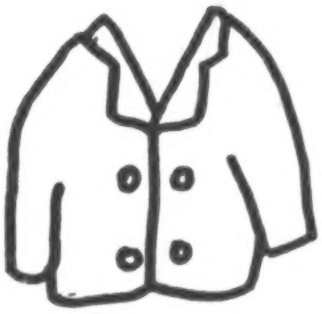
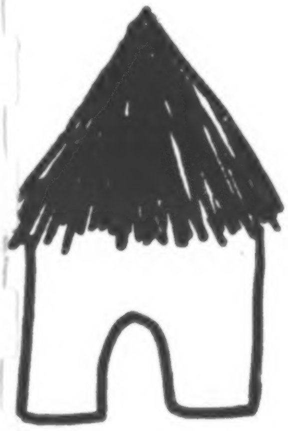


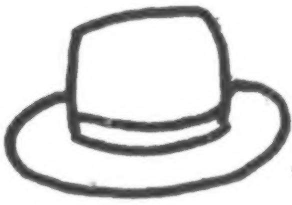


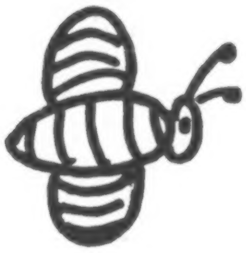


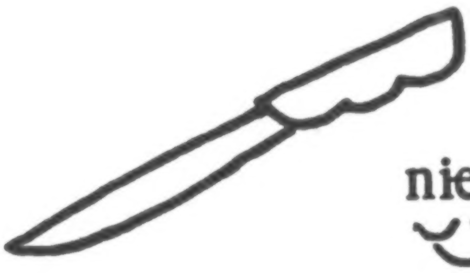




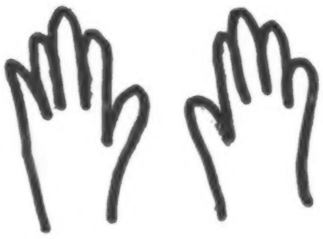


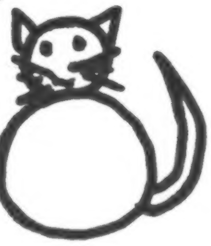


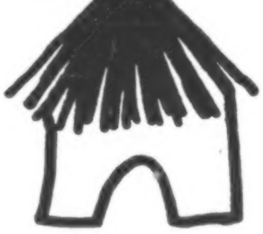




hϵϵ haz tꝏ handz.







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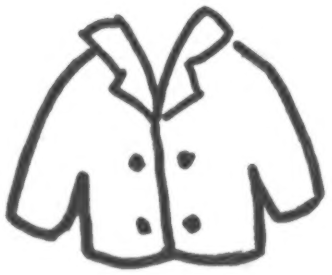

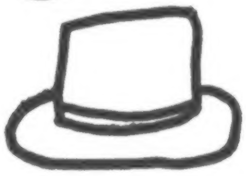

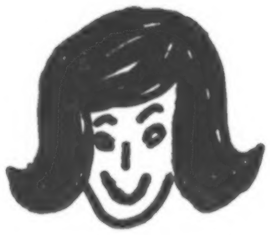

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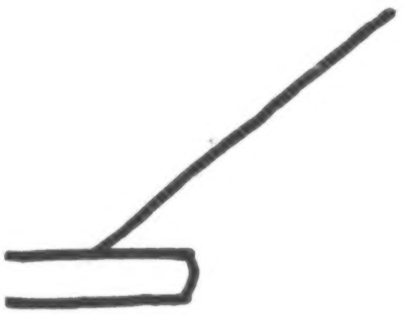

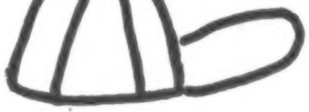

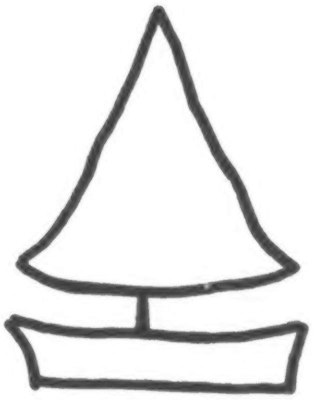

dan iz sic.

dan iz in bed.

hϵϵ haz æ cœld.

ie went tꝏ sϵϵ him.

7

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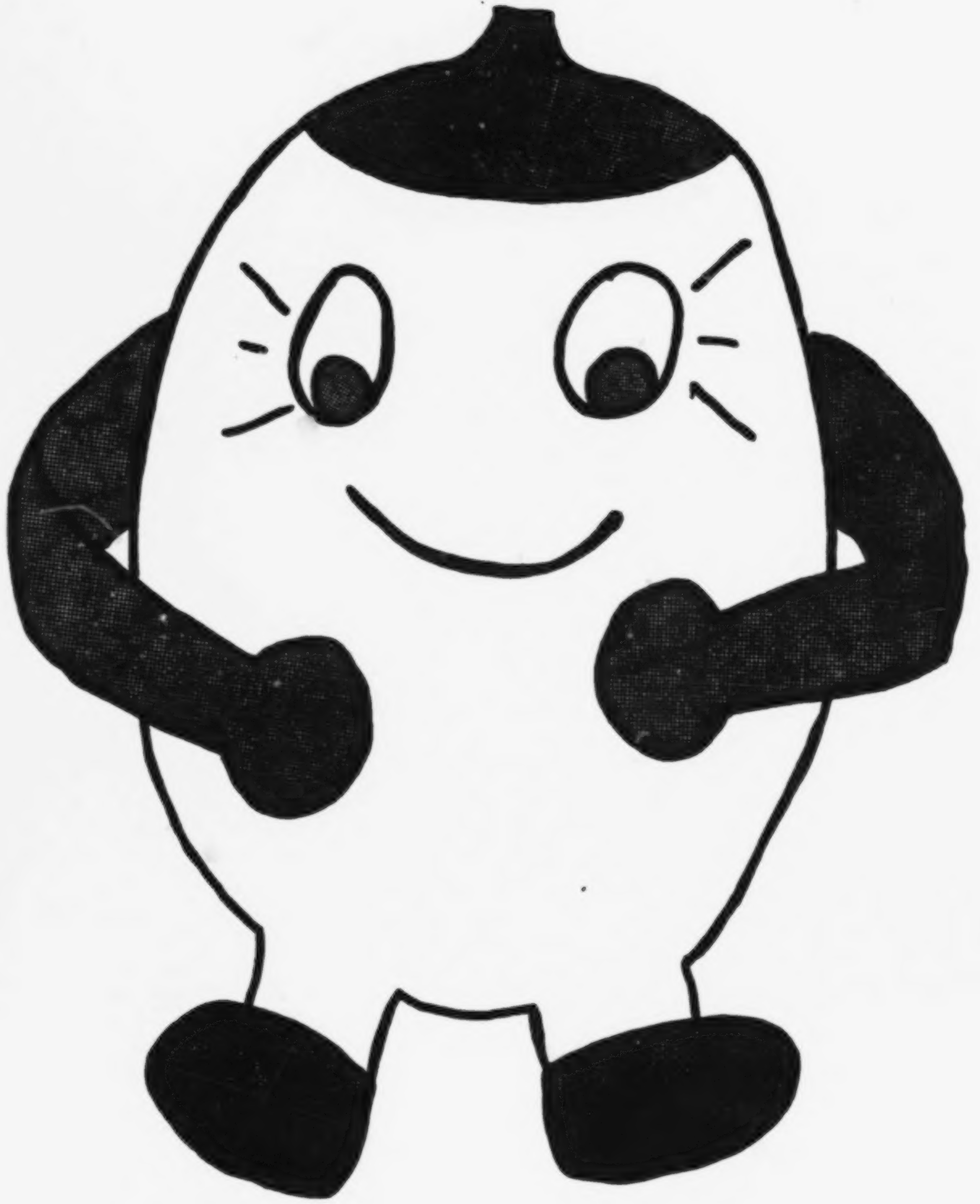
4



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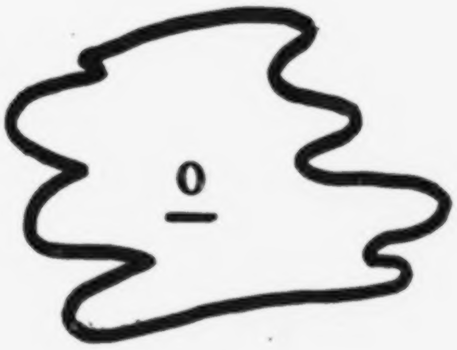
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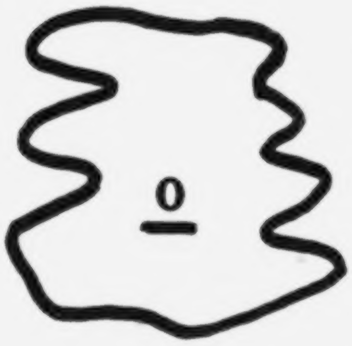
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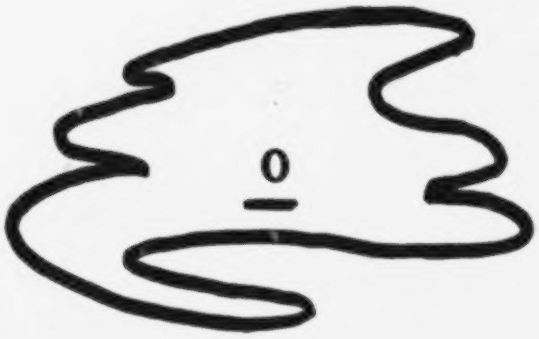
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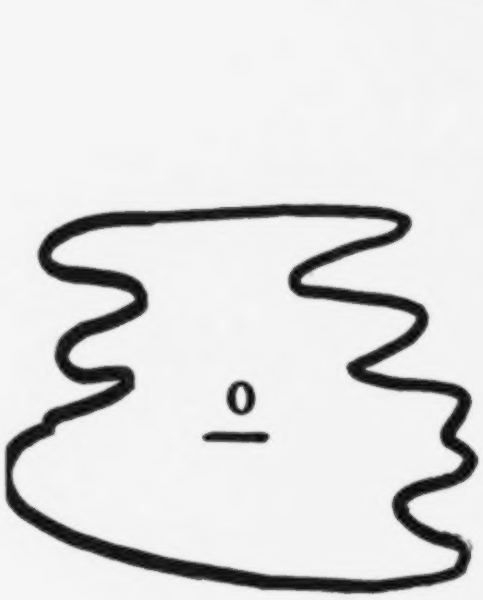
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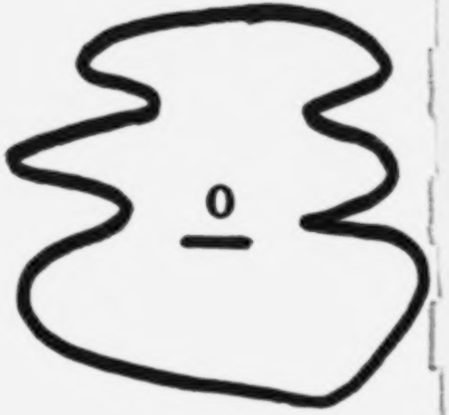
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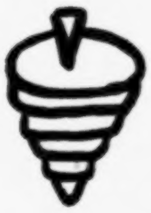
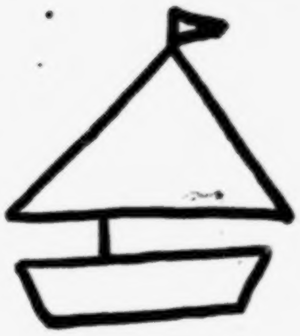
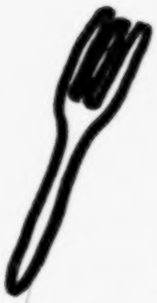

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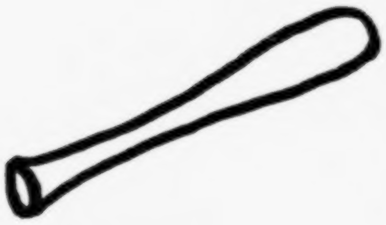

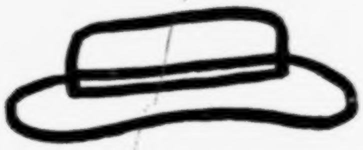

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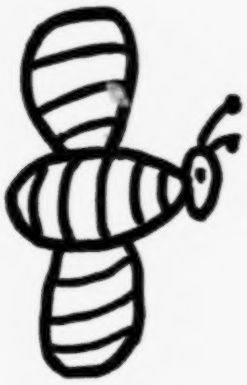
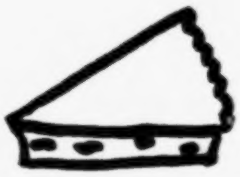
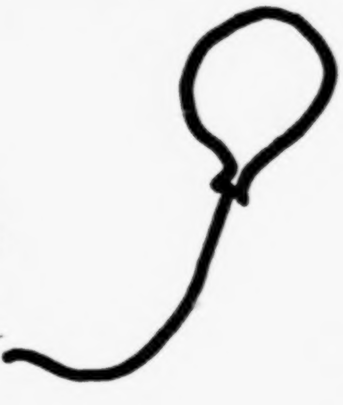
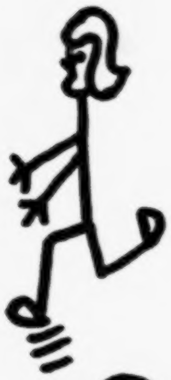
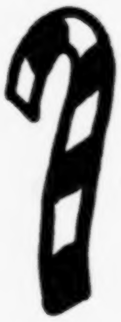
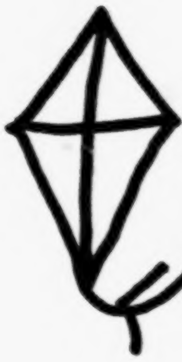
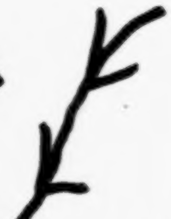




hop

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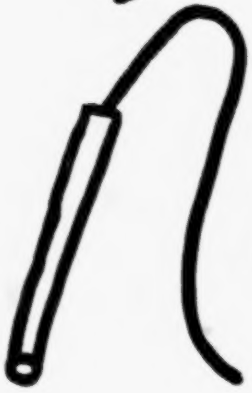
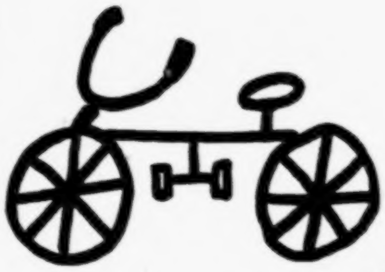
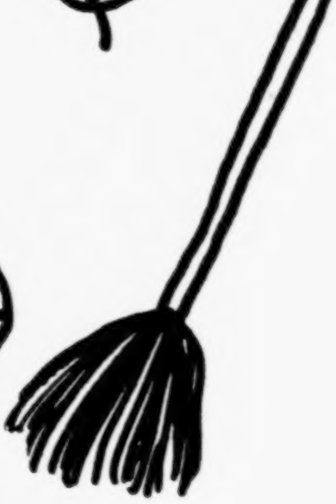

A3

whot iz it ?

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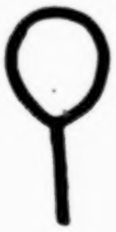
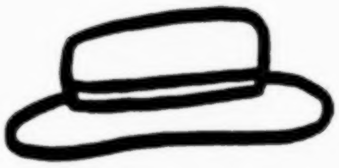


pop hop.

whot iz it ?

it iz æ



bat hat.

whot iz it ?

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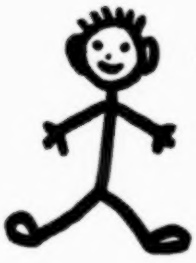

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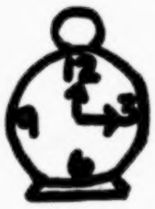
æ  sez ______ ic.

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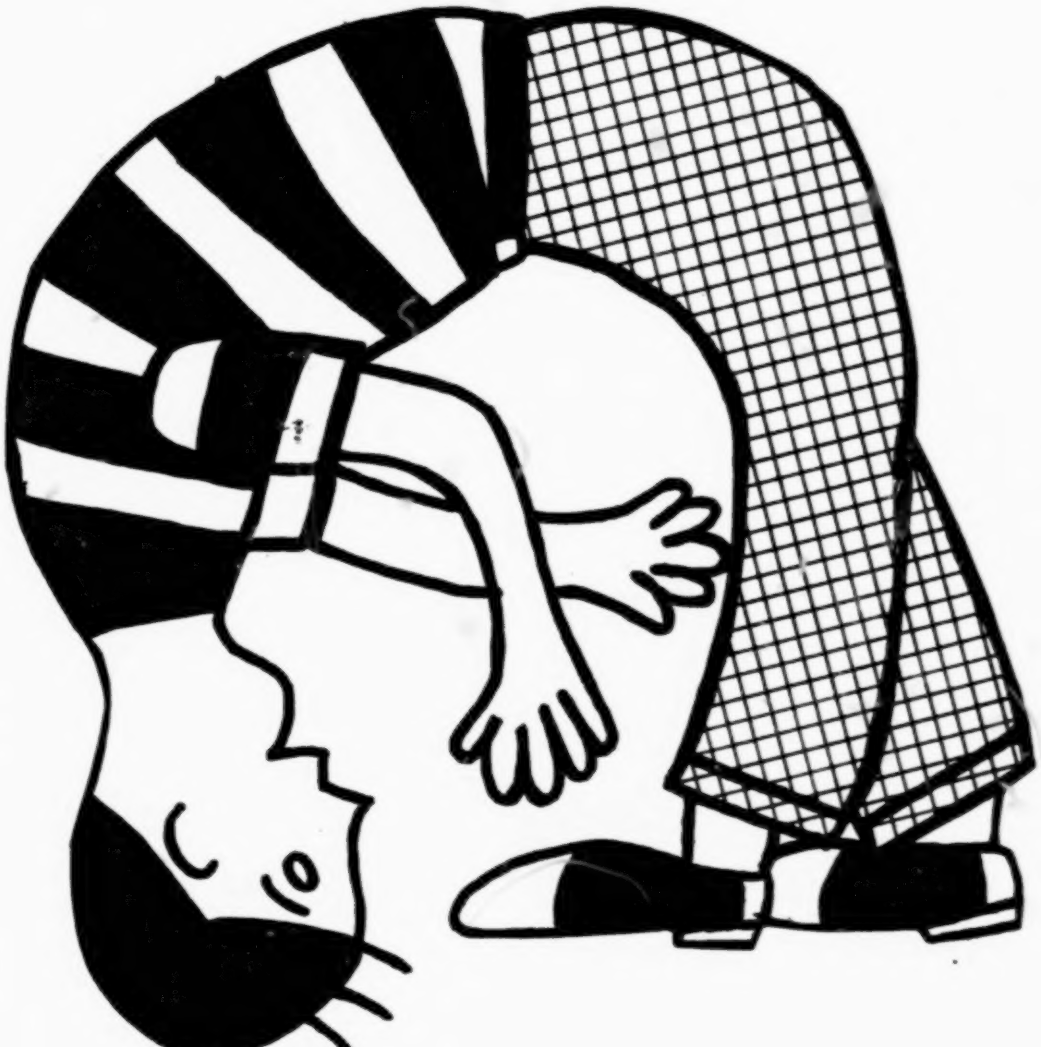
Prepared at the Bill Wilkerson Hearing and Speech Center
by
Ronald Goldman, Ph.D. and Martha E. Lynch, M.S.



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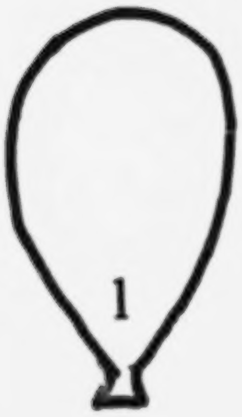

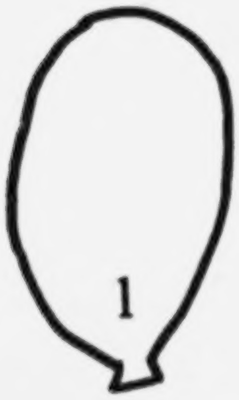

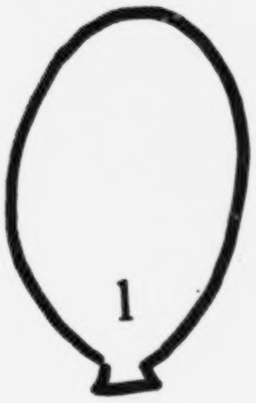

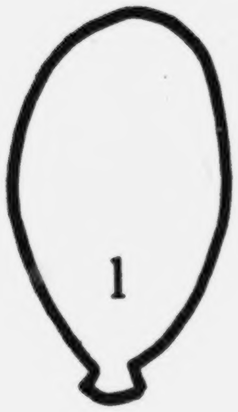

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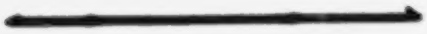

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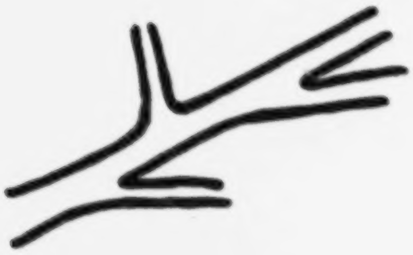

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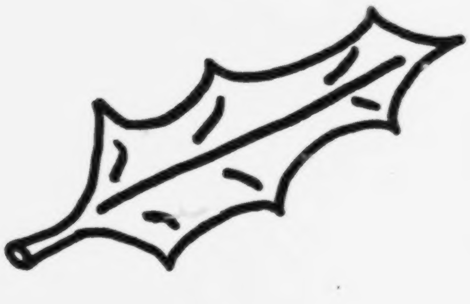

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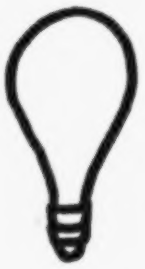

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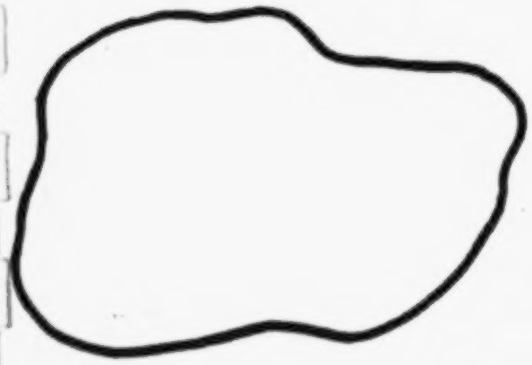

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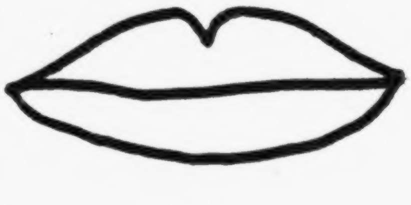

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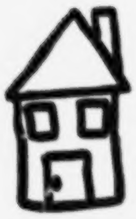
ben'z  and plæ. nœ bob,

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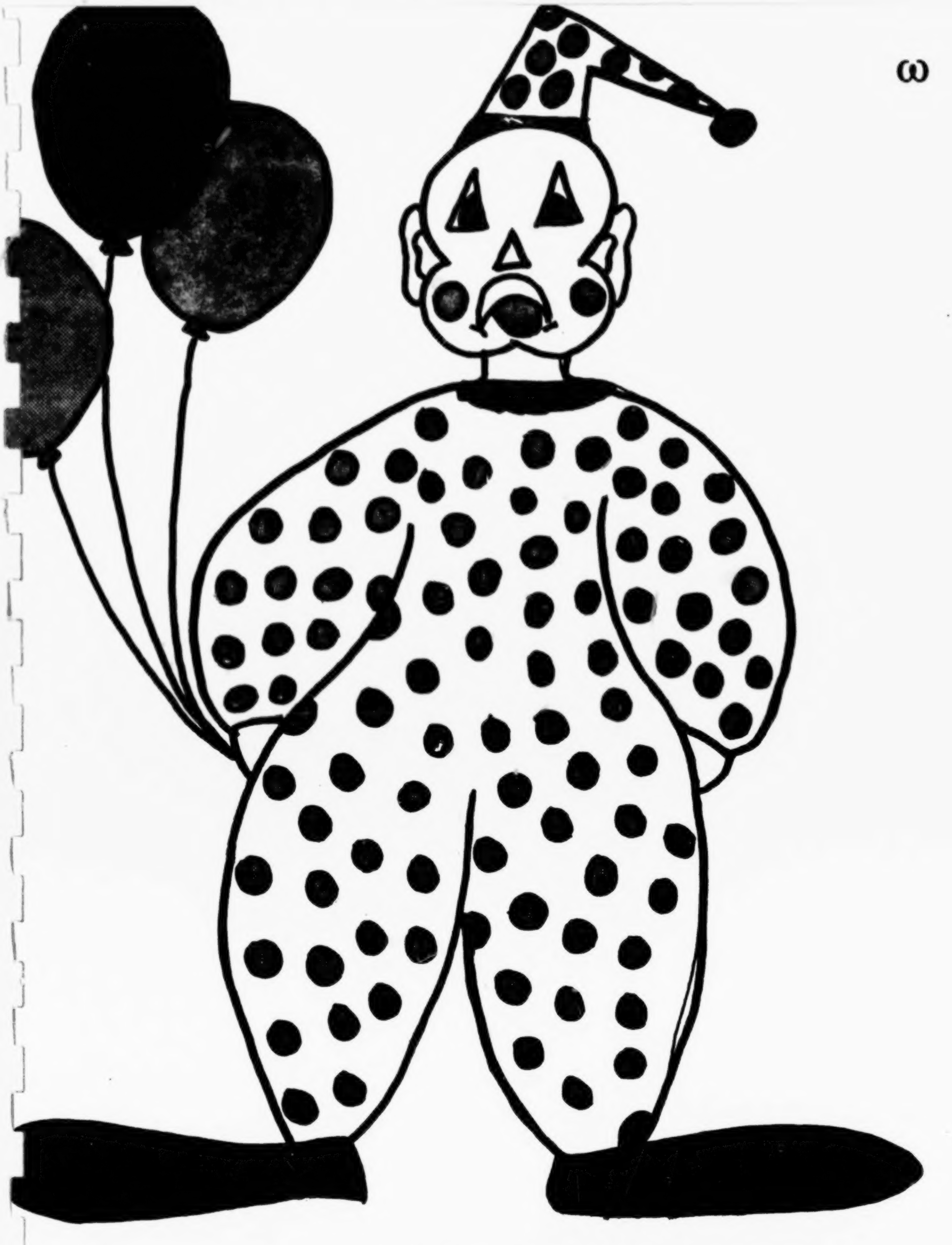

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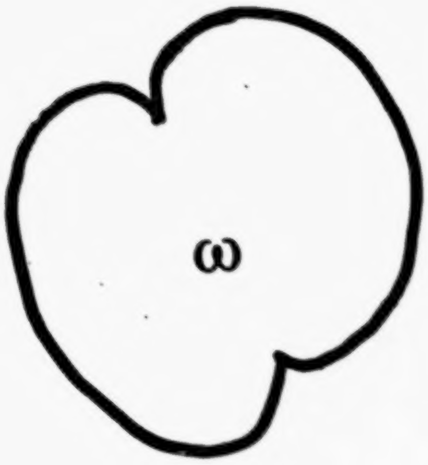

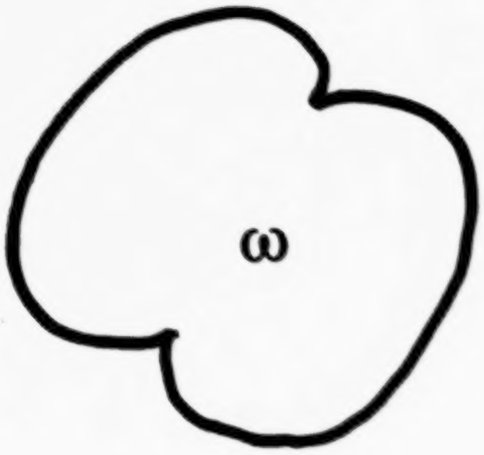

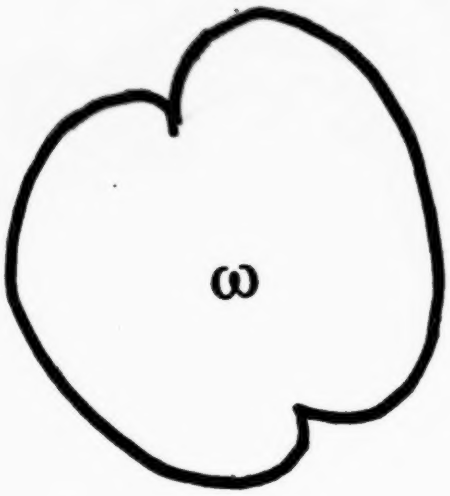

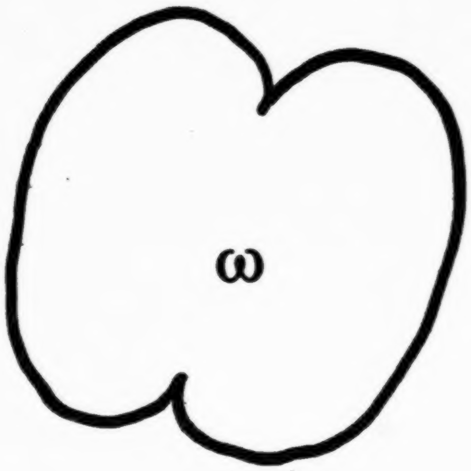

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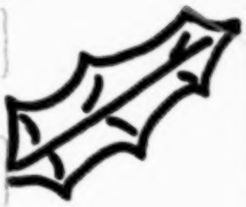
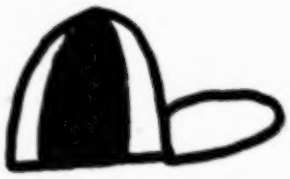
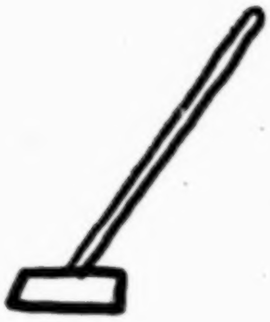
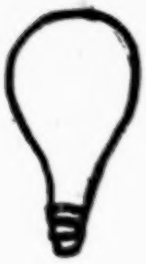

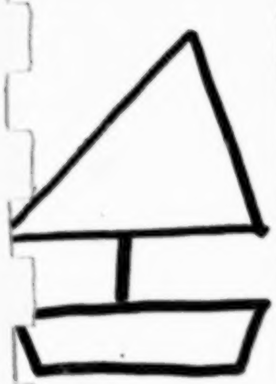
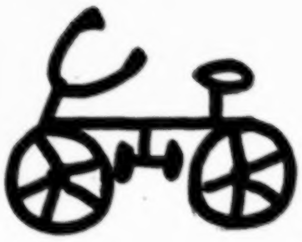
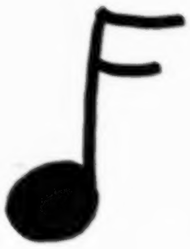
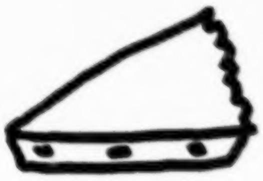

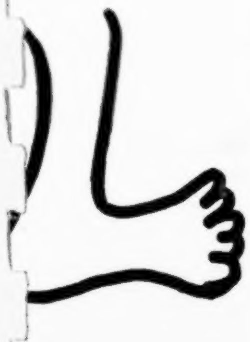
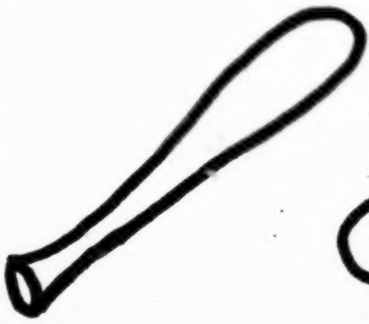

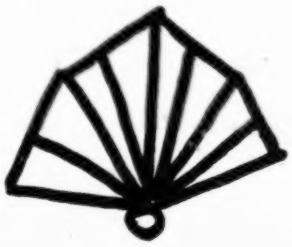

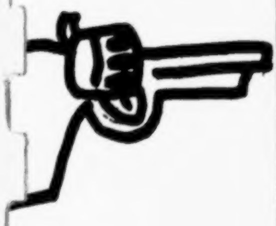
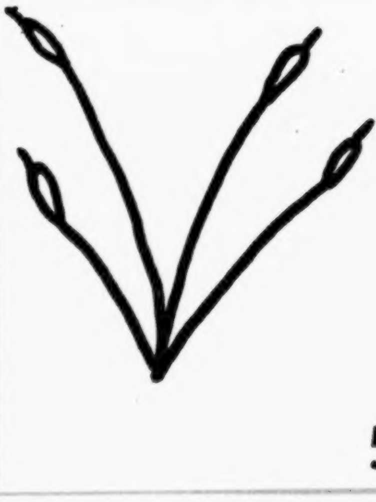
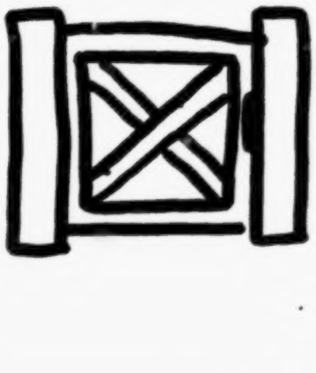
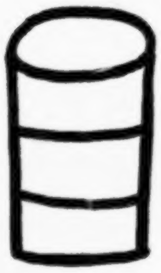

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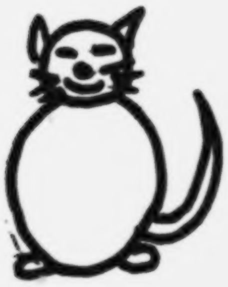

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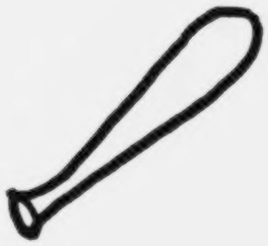

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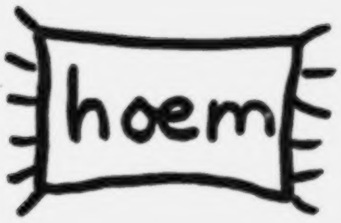

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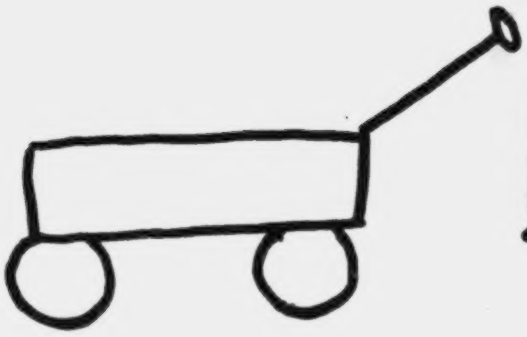
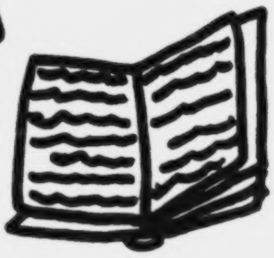
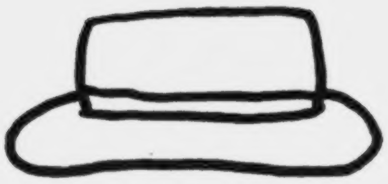

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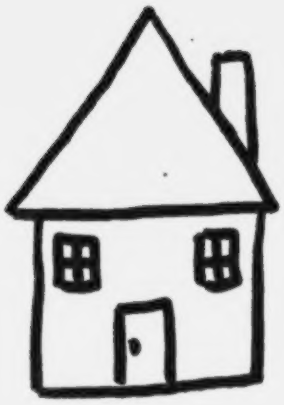
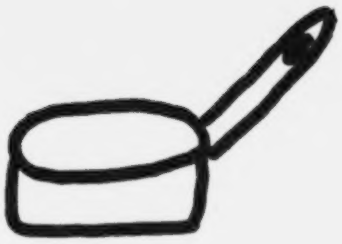
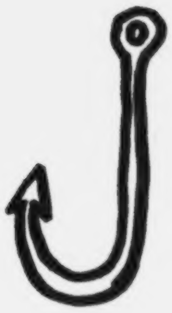

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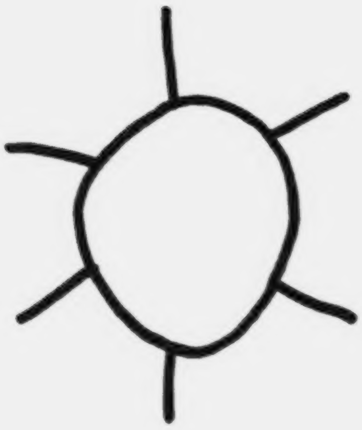

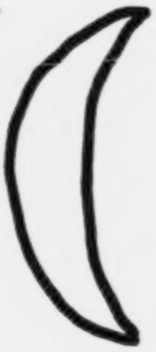

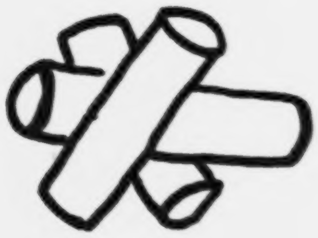

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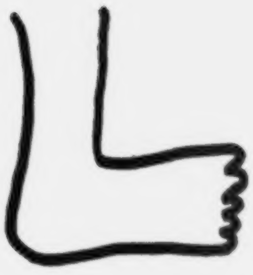

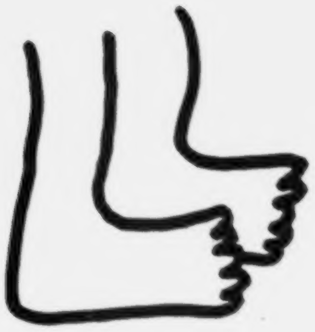

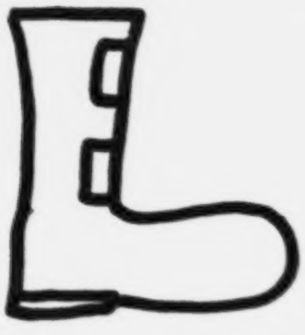

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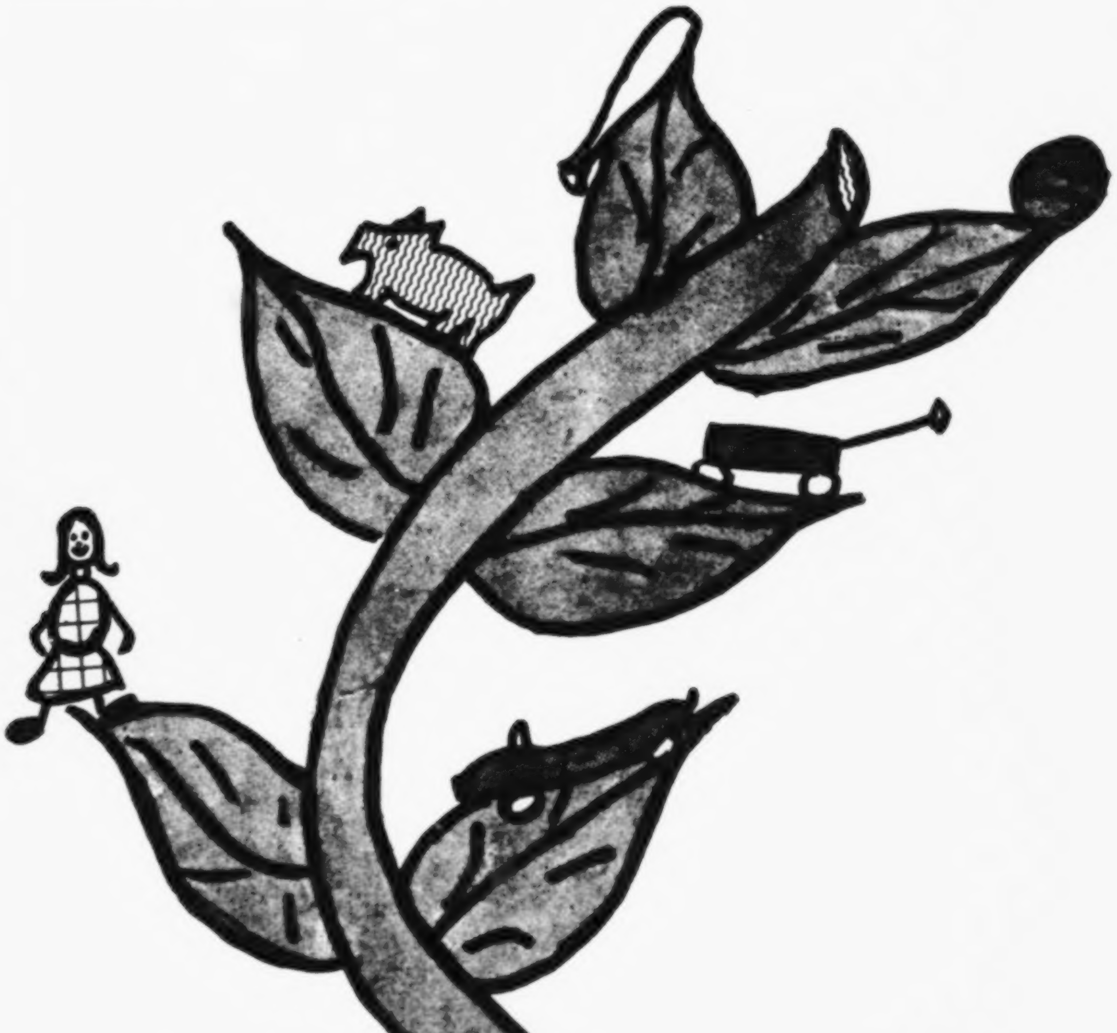

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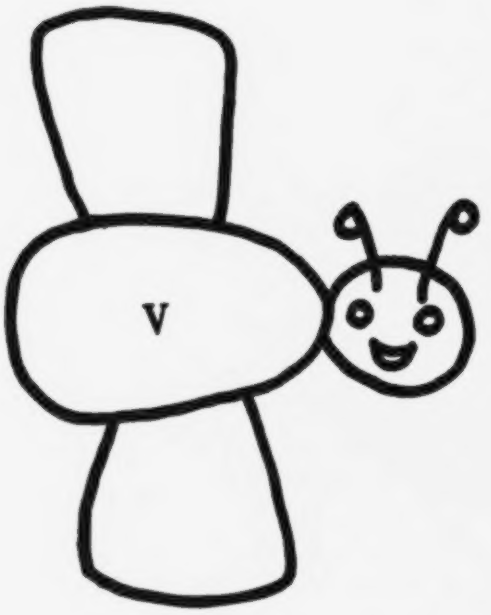

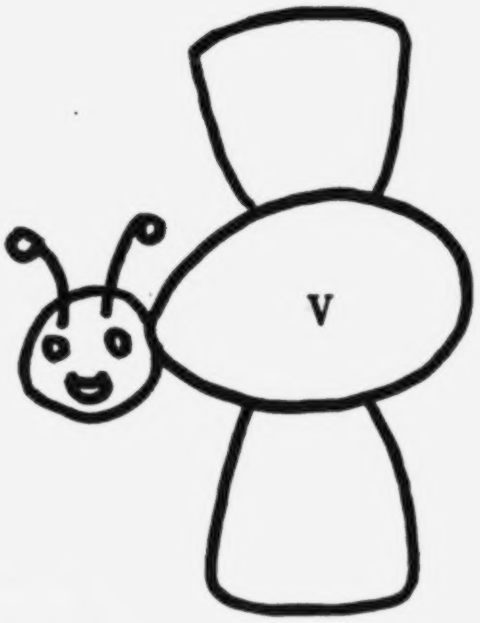

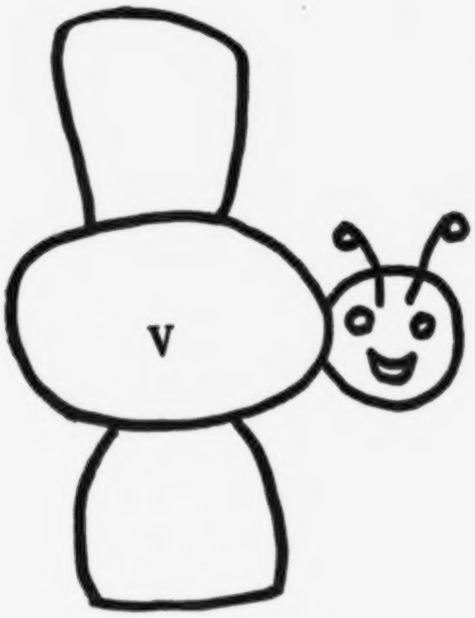

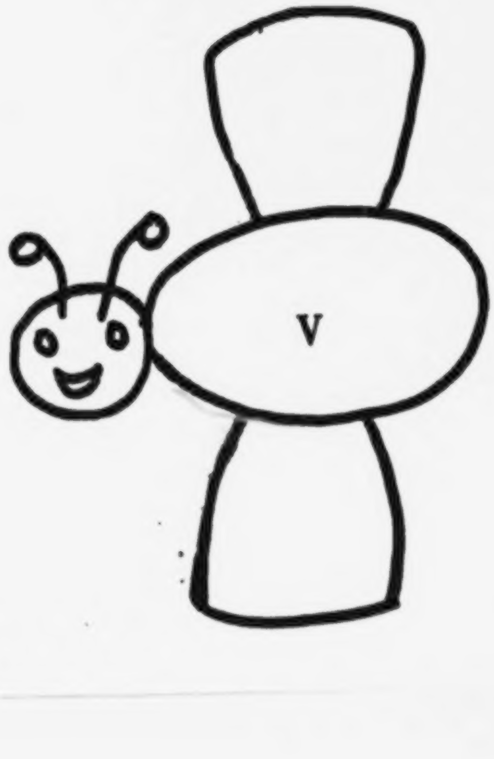

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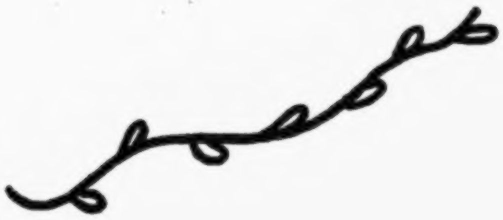

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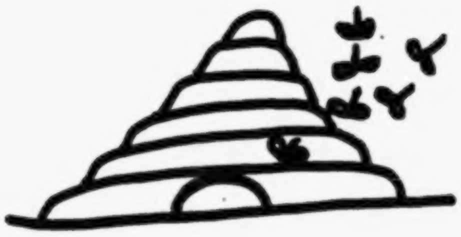

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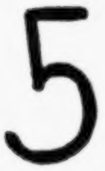

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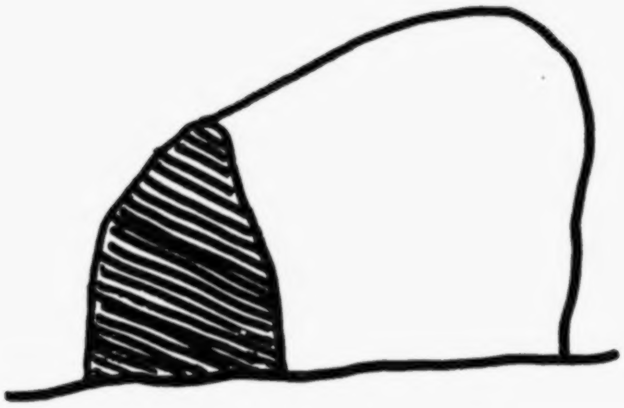

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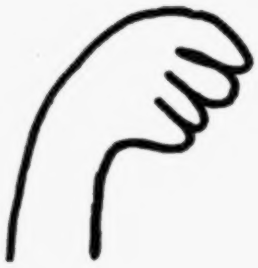

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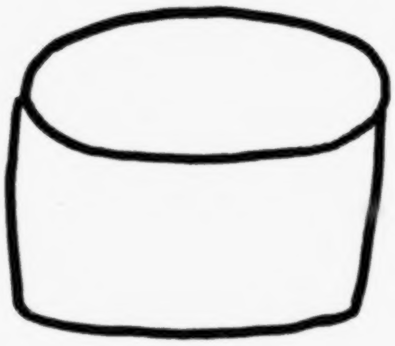

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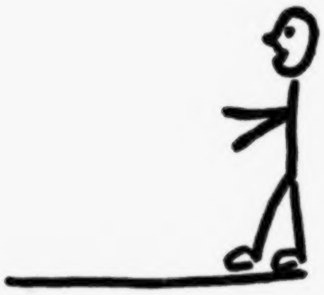

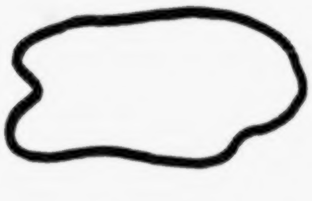

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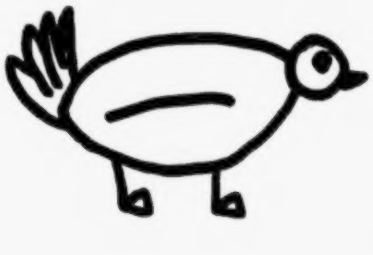

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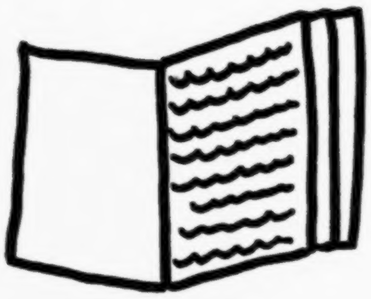

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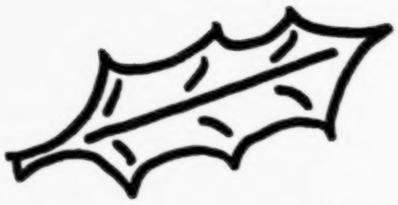

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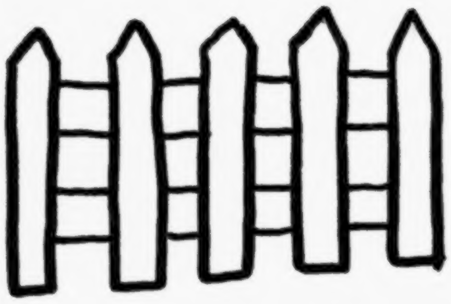

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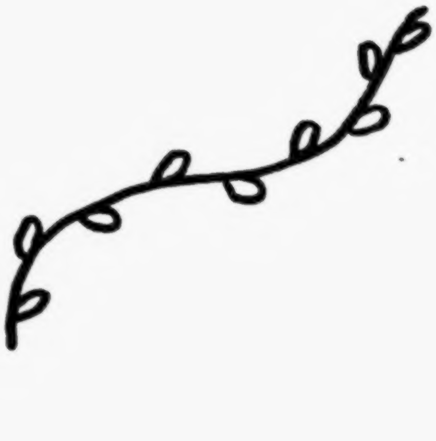

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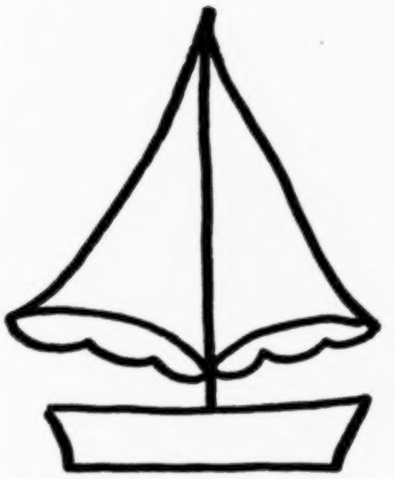

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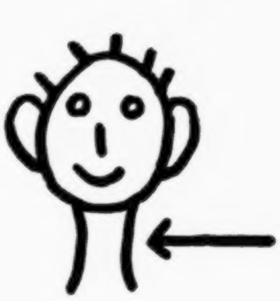

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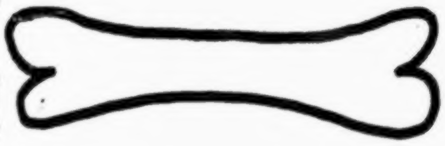

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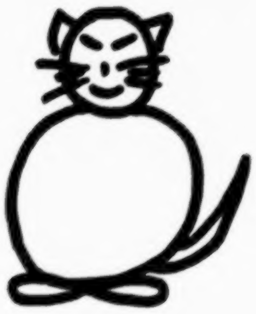

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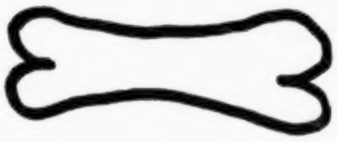

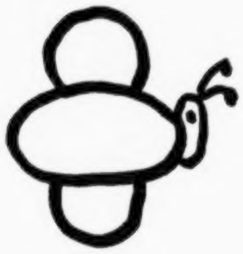

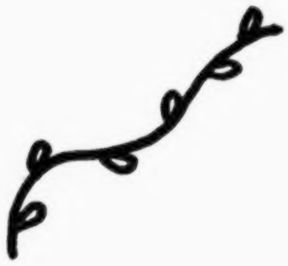

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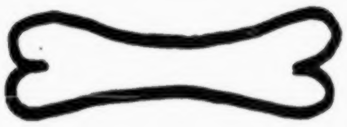

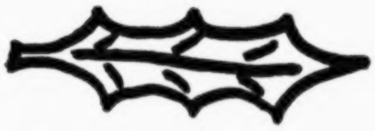

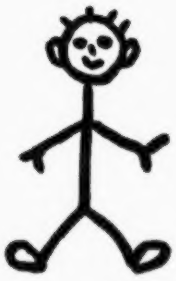

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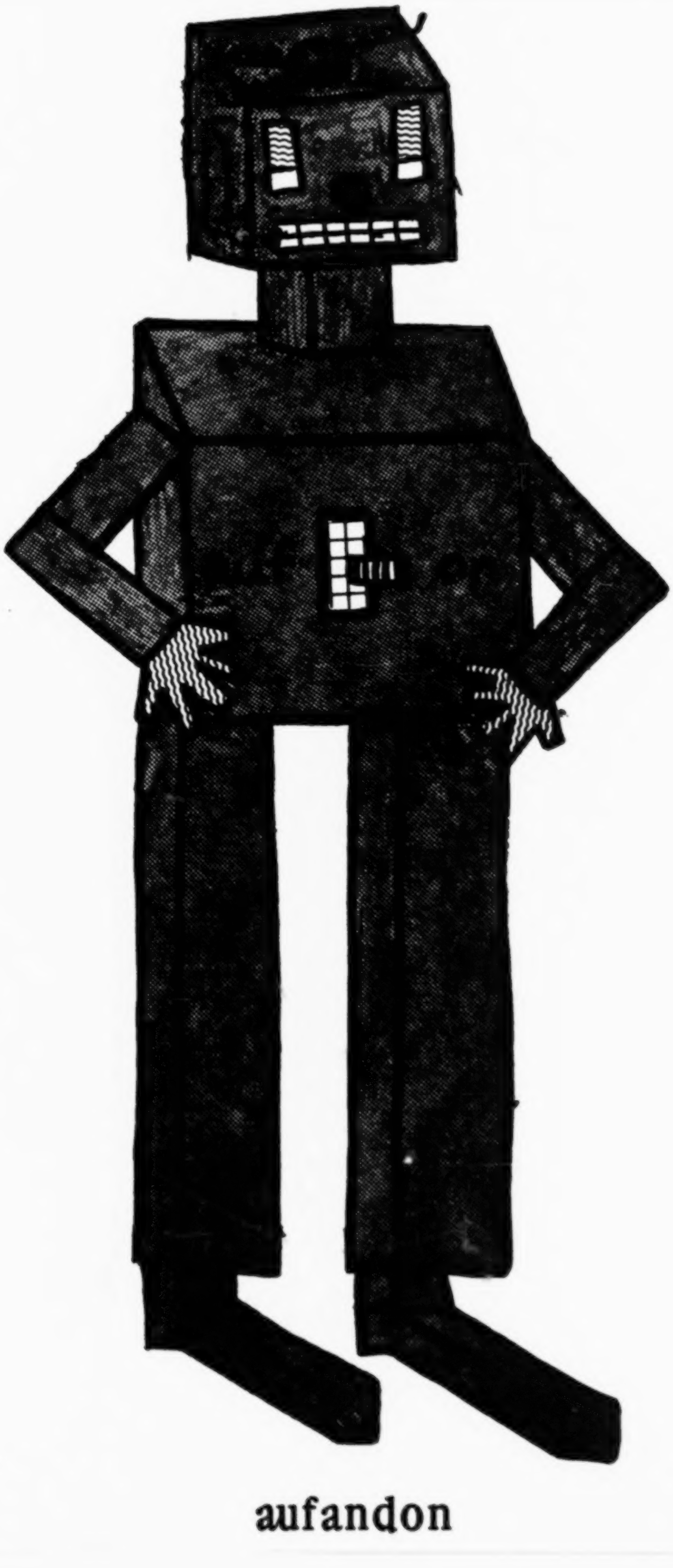

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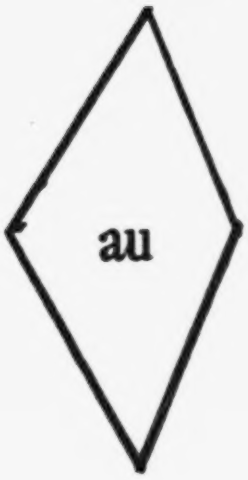

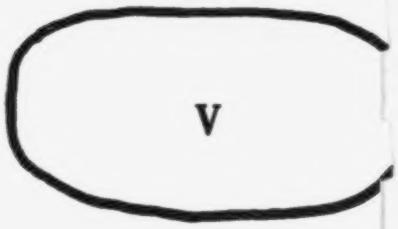

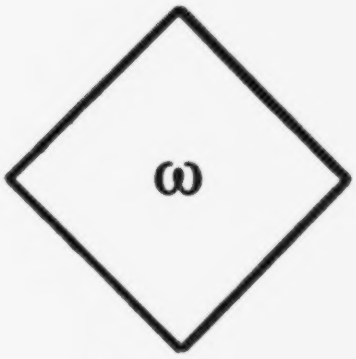

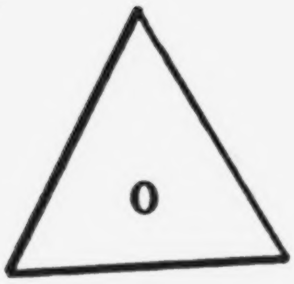

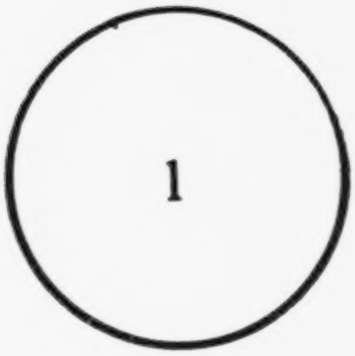

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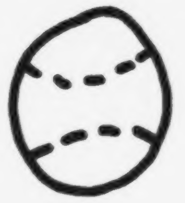

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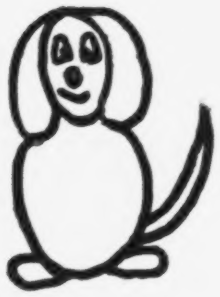

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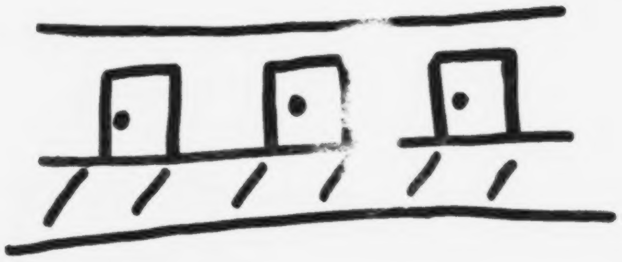

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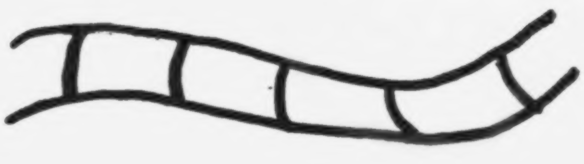

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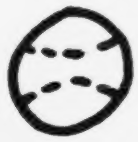

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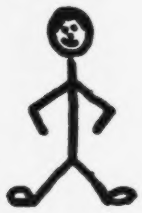

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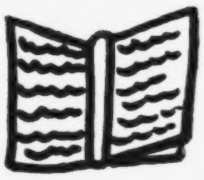

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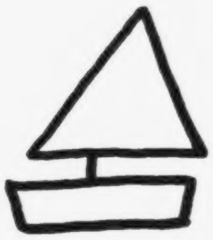

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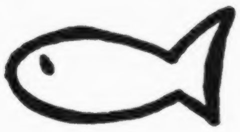 pond

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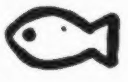
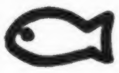
had caut fiev . bob, paul an

tom cooct aul fiev  and æt

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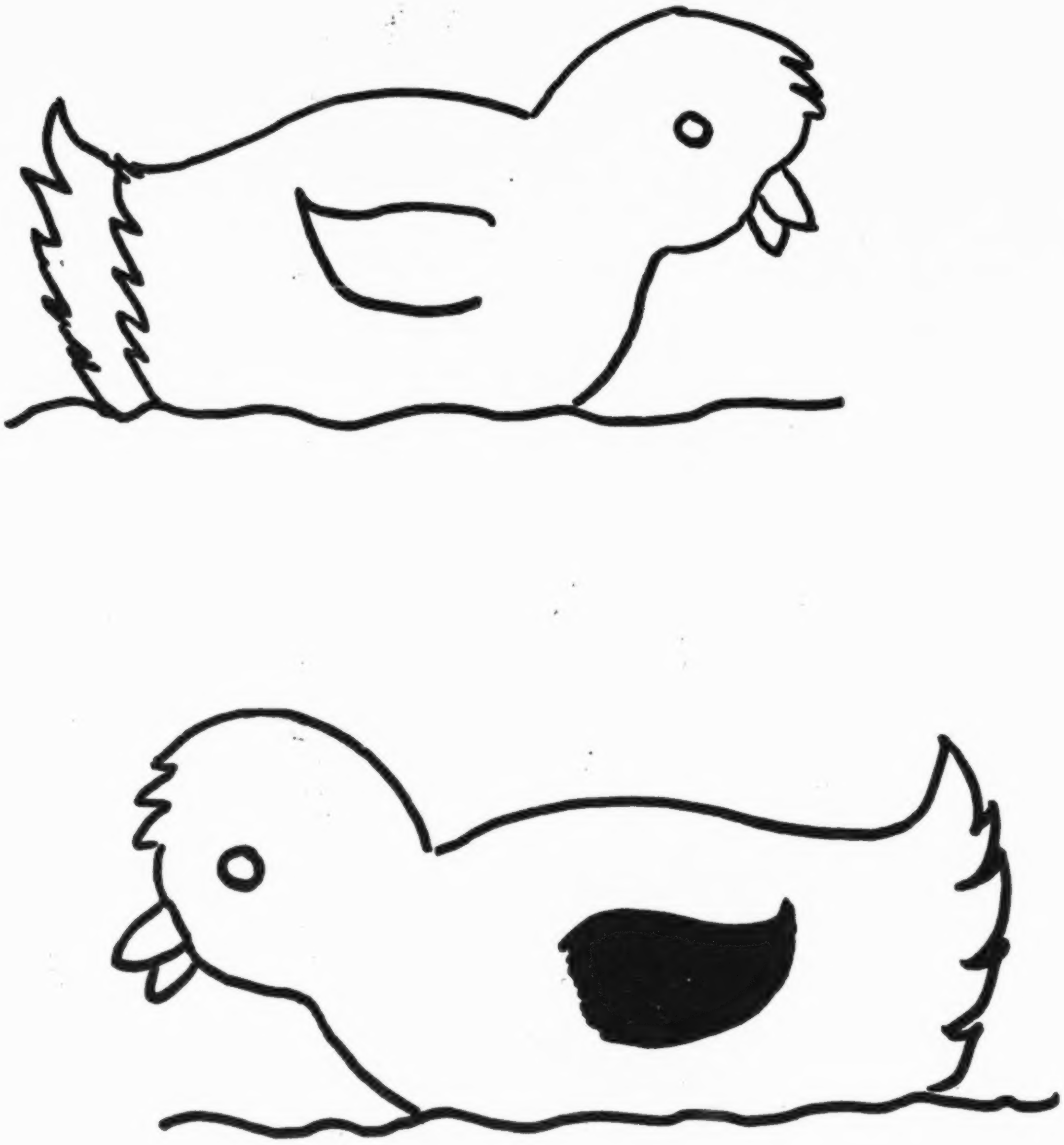

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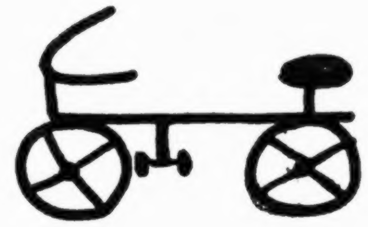

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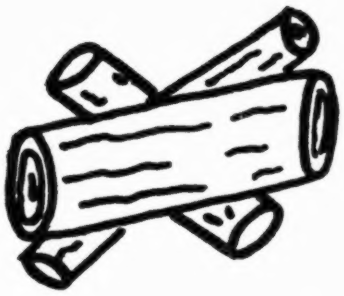

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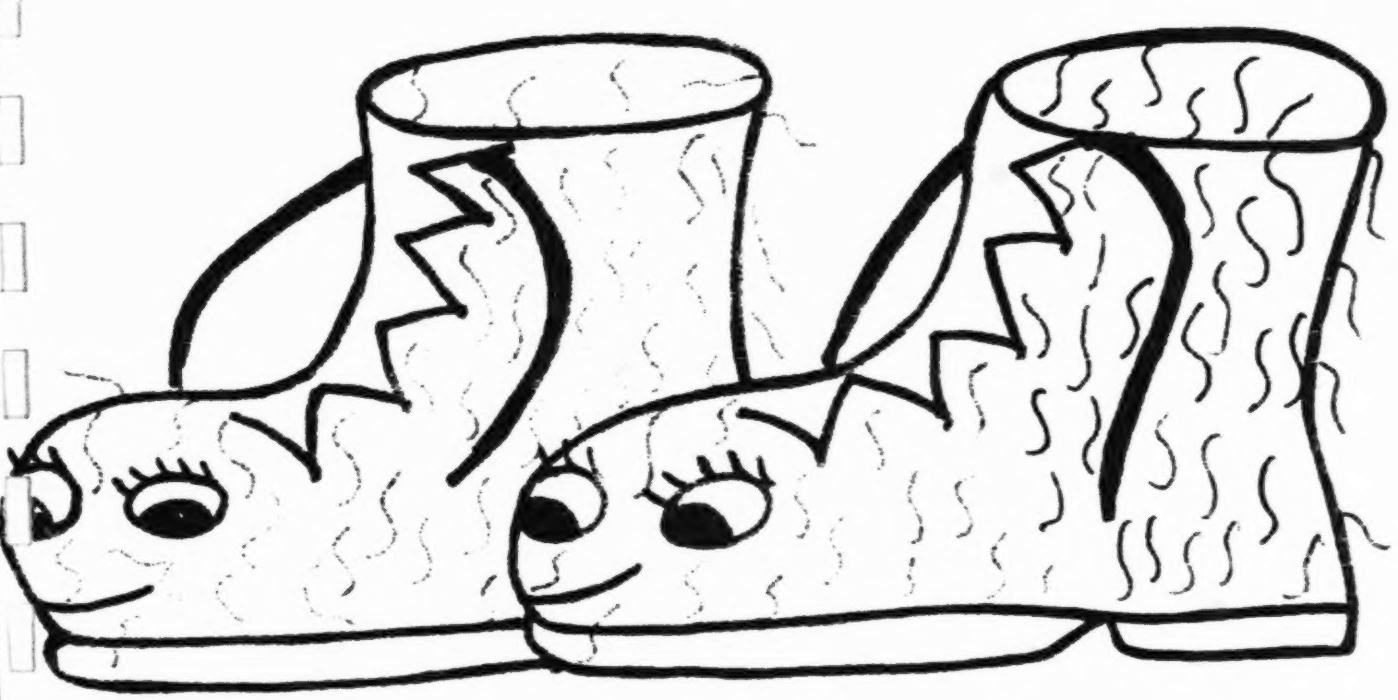

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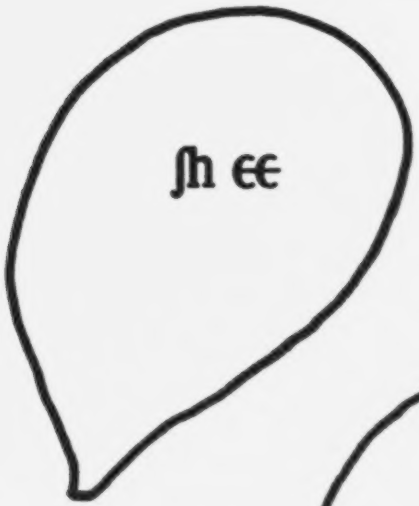
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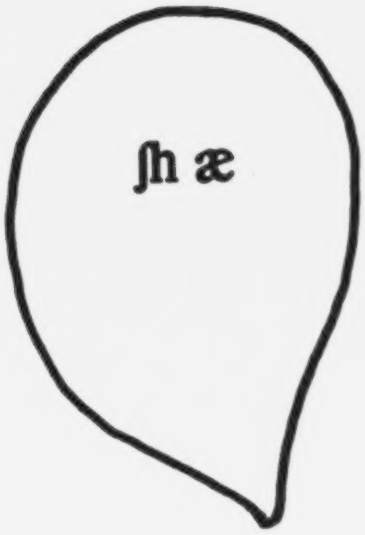
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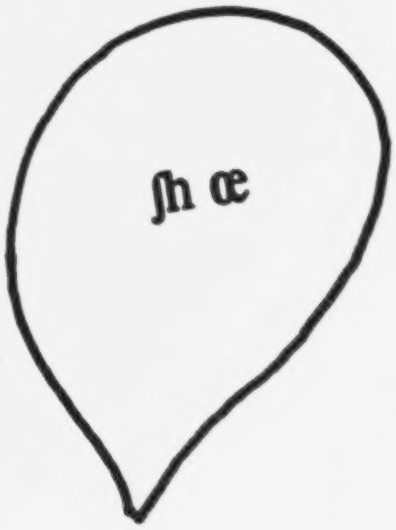
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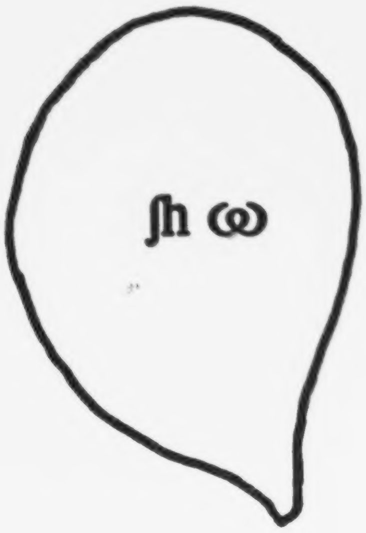
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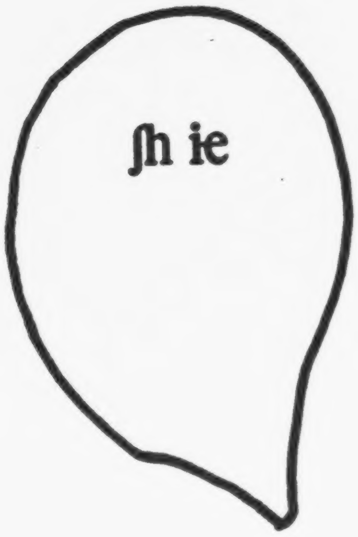
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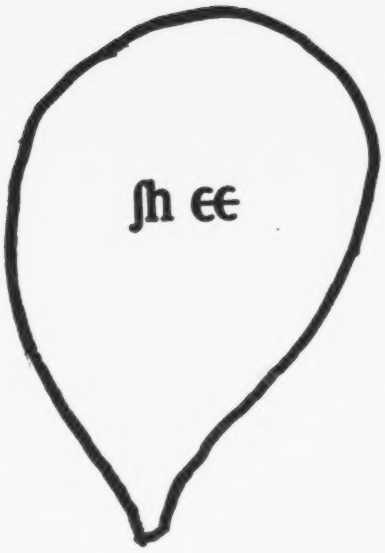
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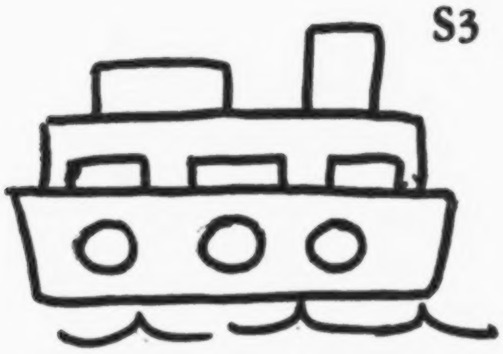

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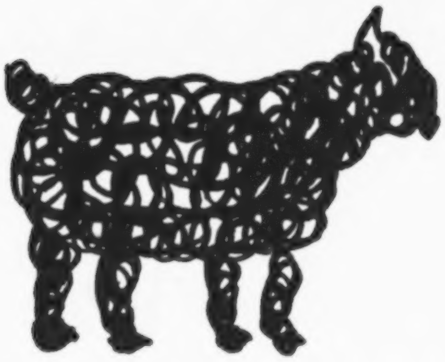

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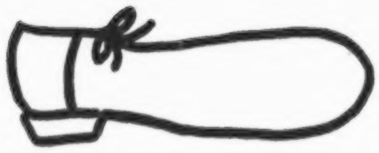

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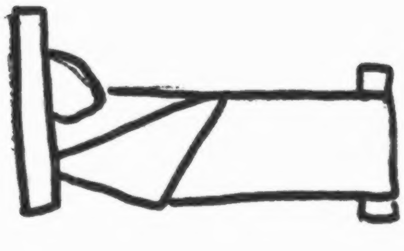

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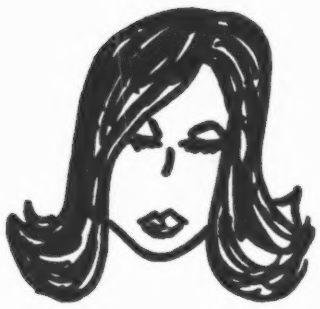

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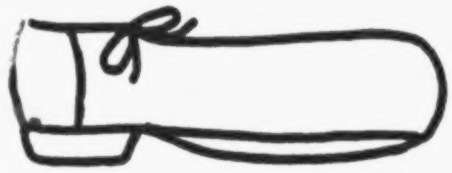

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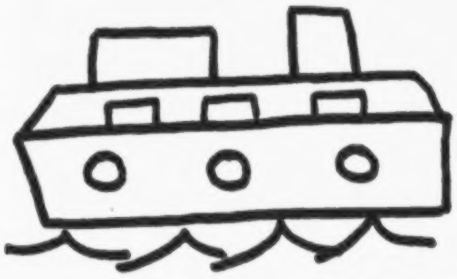

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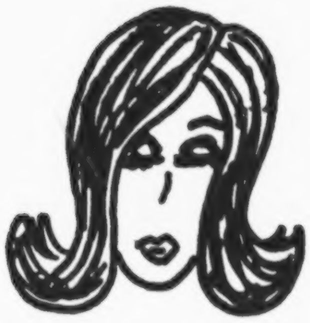

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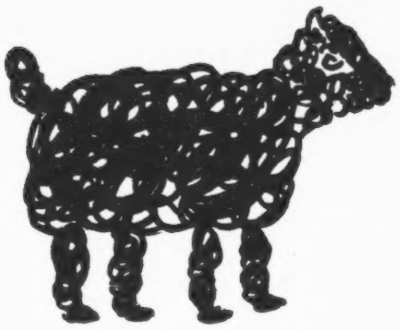

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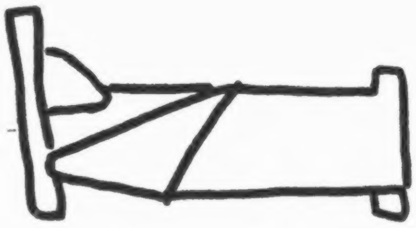

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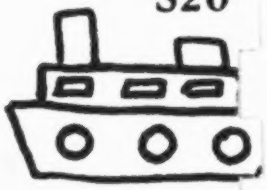

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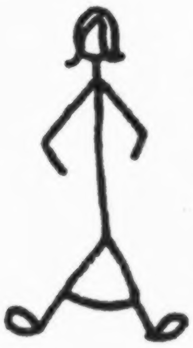

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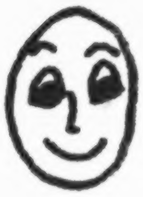

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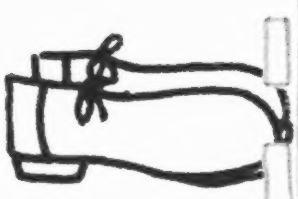

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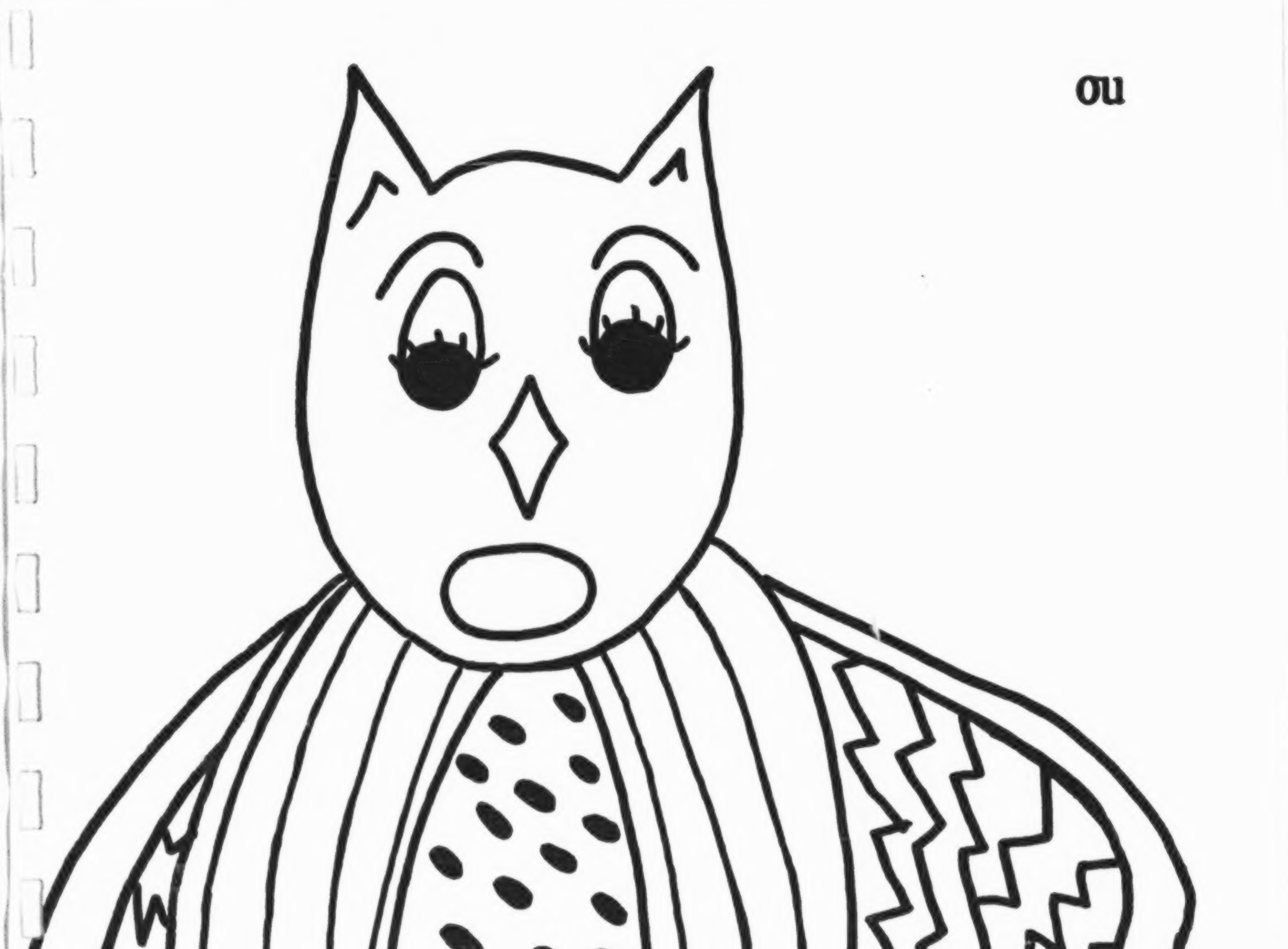
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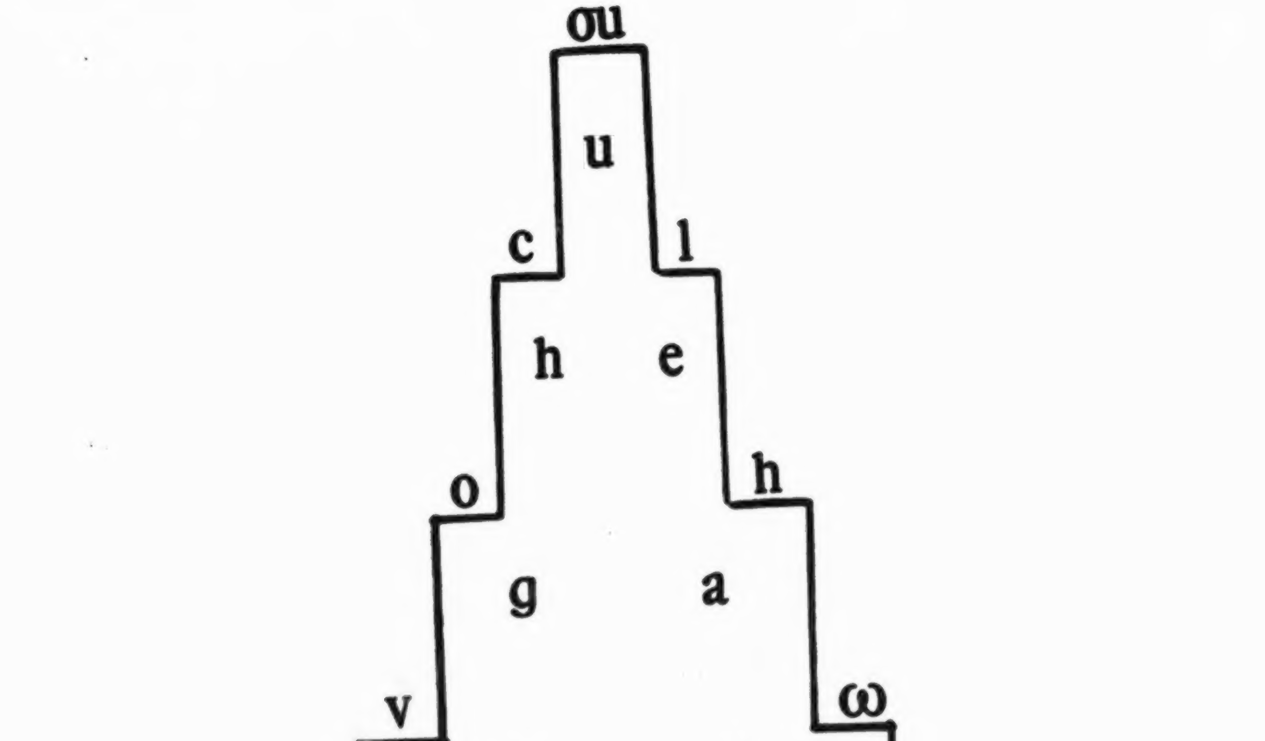
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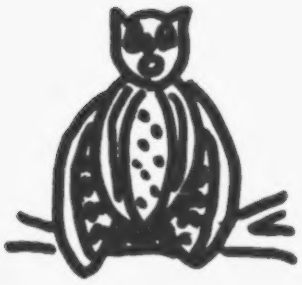

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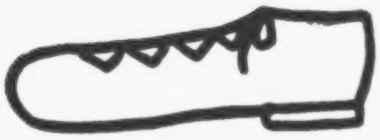

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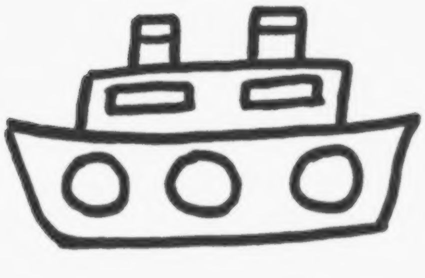

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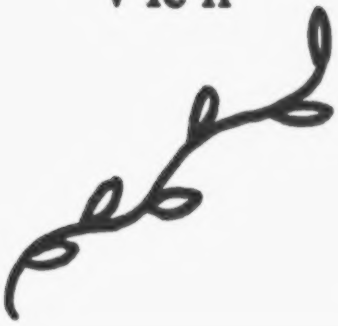

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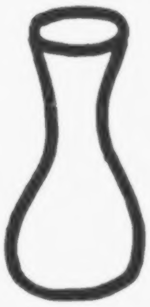

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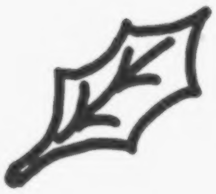

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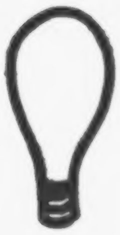

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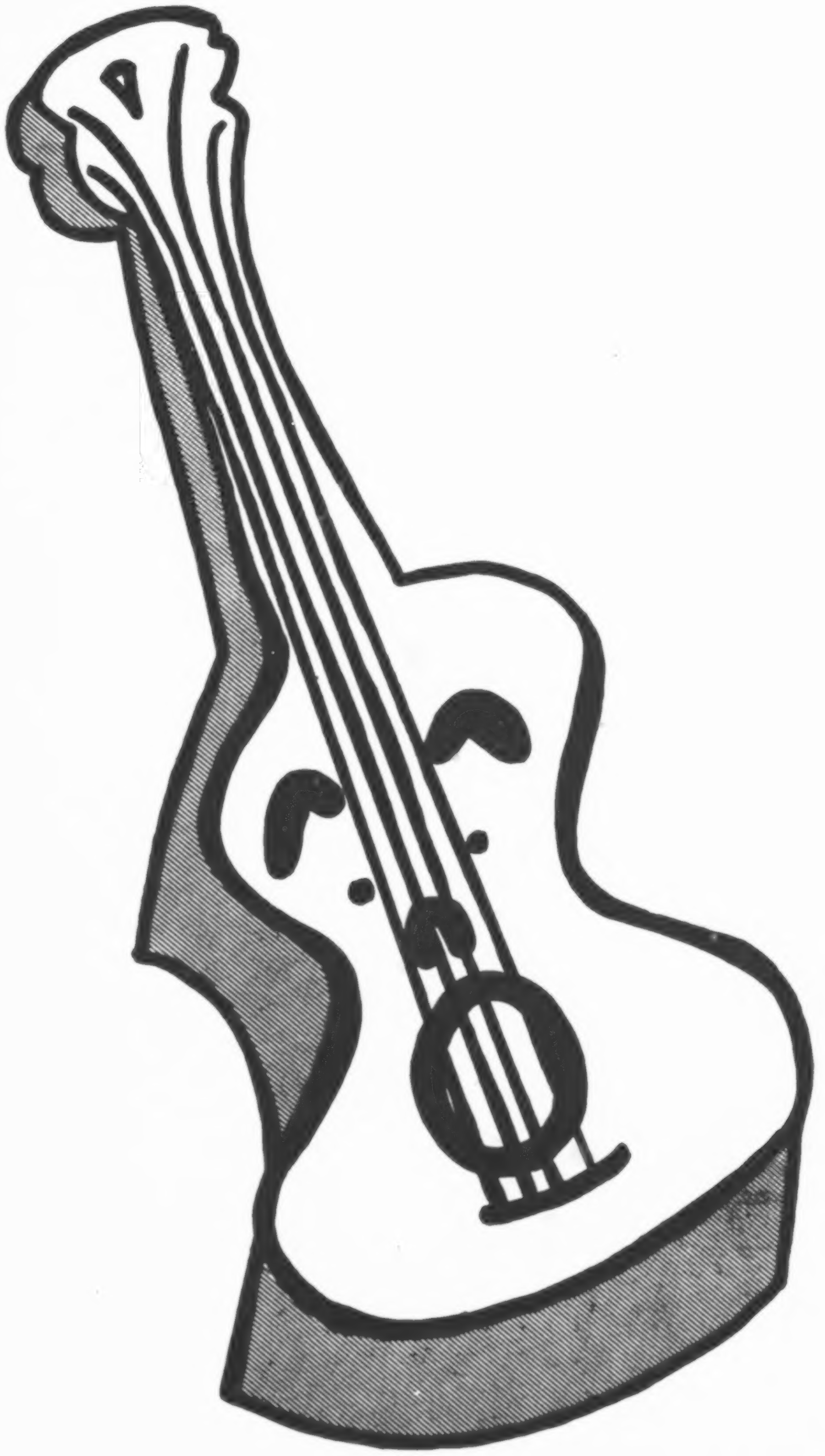

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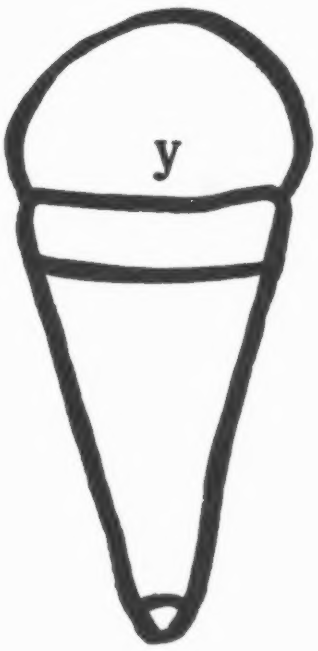

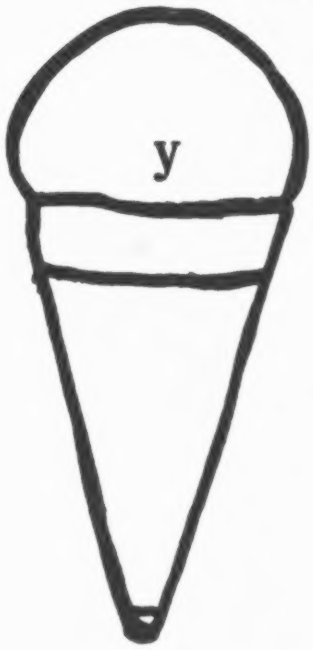

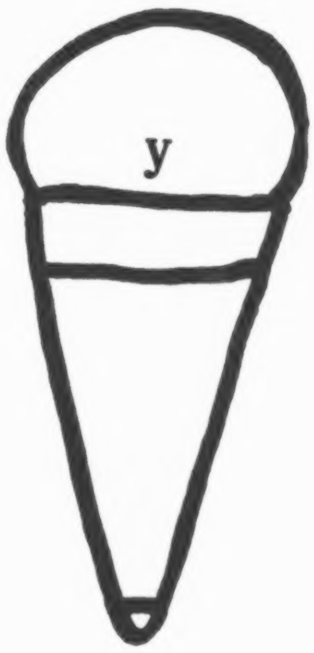

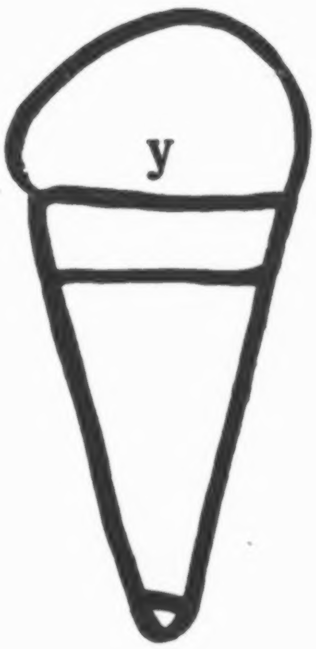

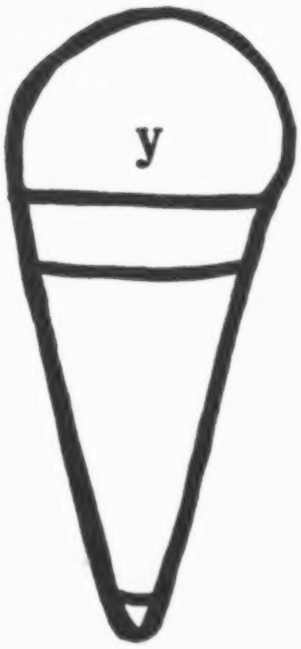

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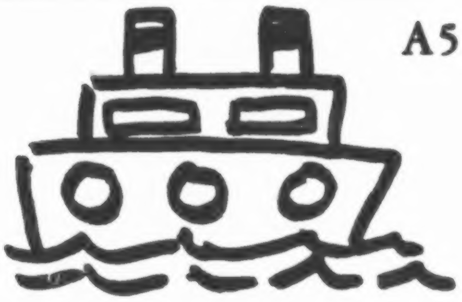

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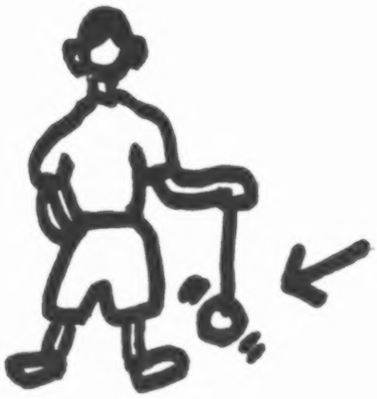

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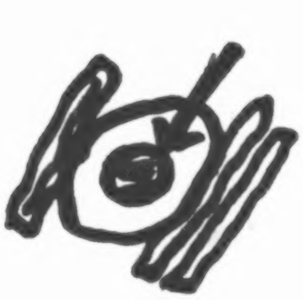

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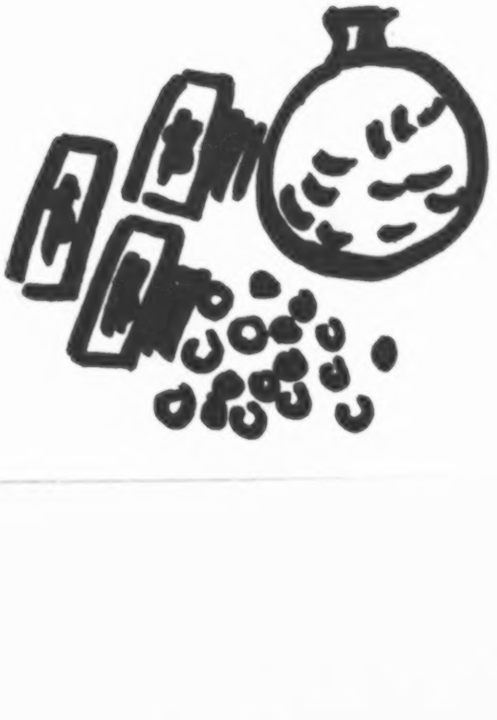

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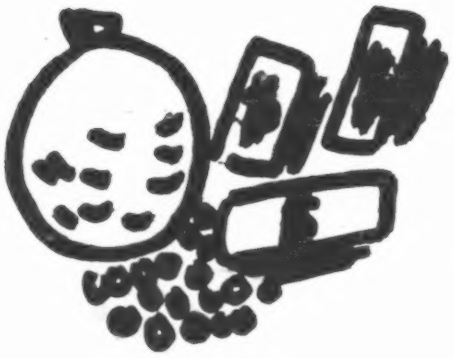

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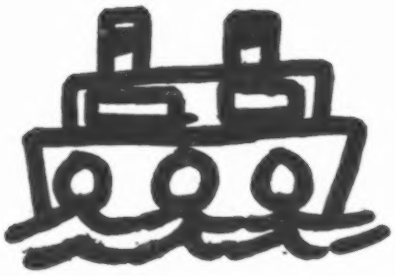

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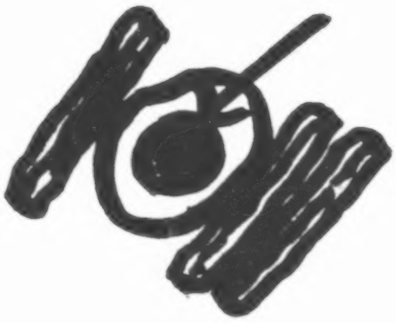

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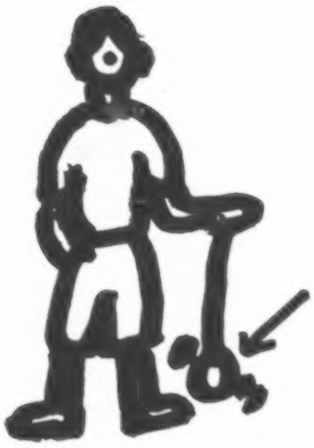

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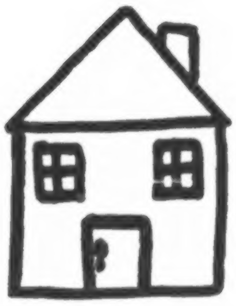

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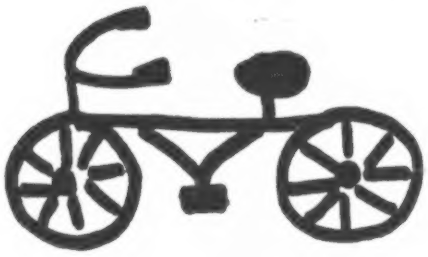

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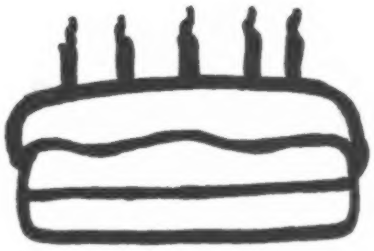

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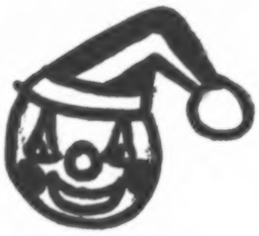

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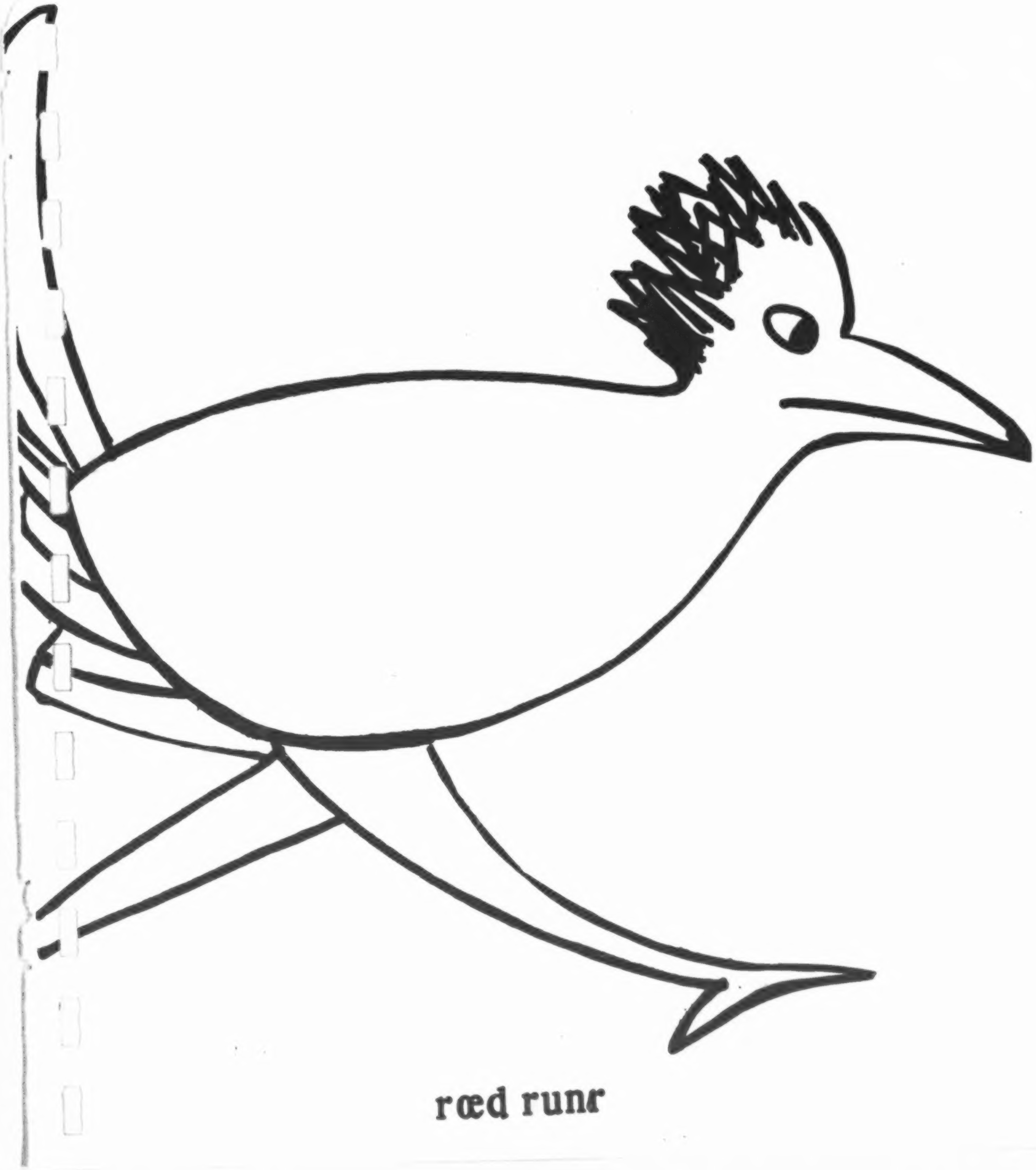

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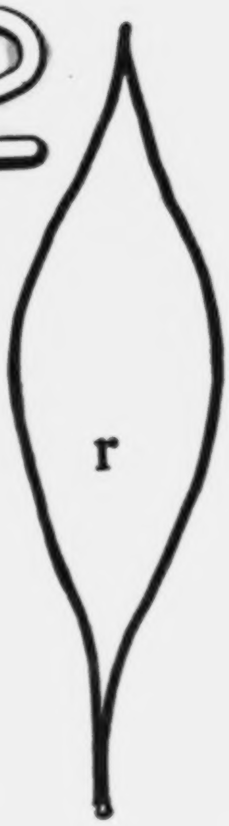

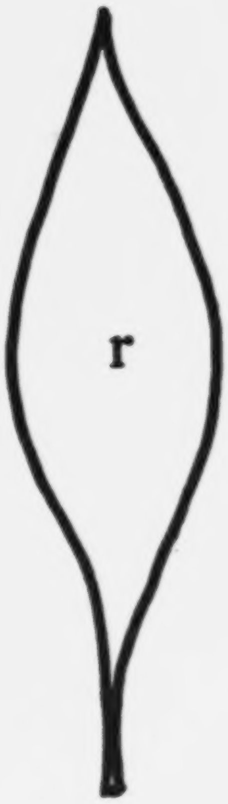

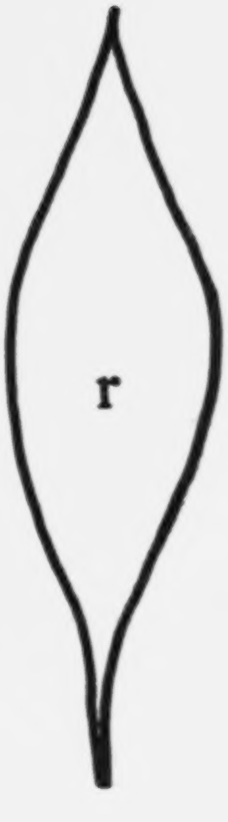

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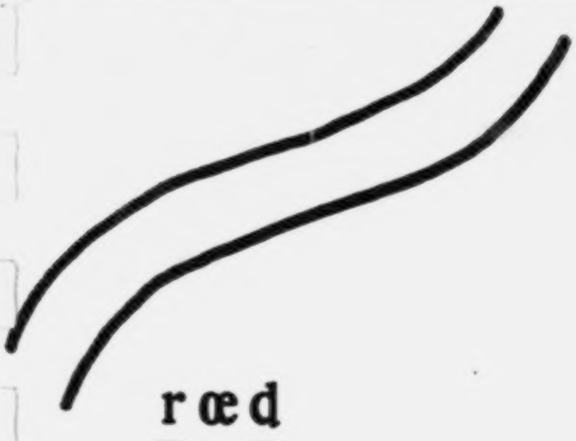

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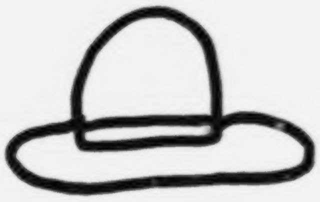

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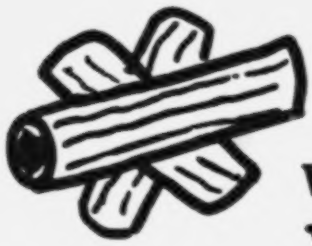

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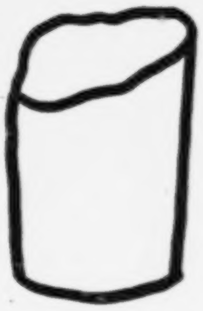

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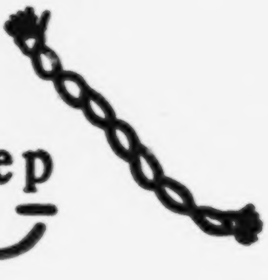

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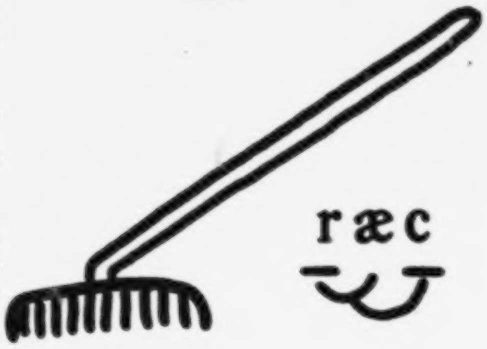

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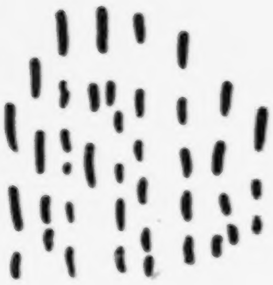

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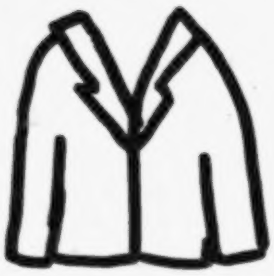
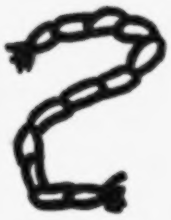
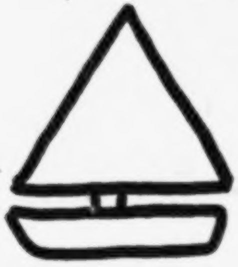
don found æ rœp.







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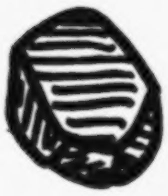

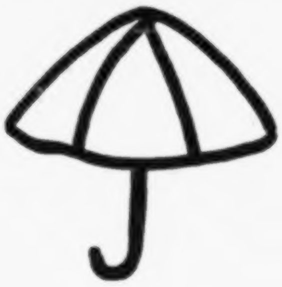

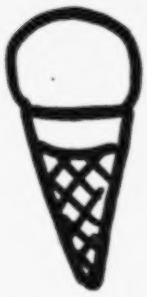

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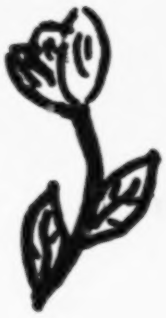
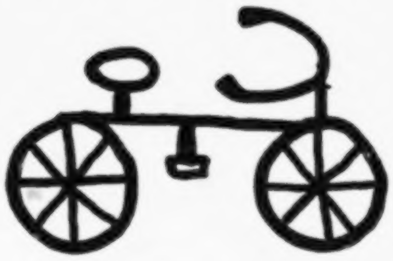
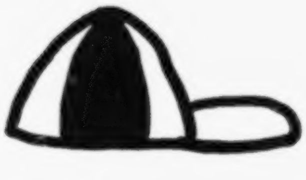
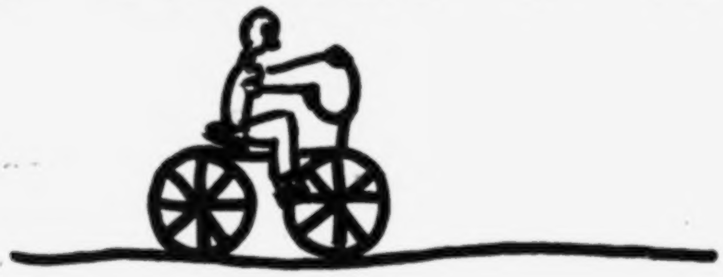


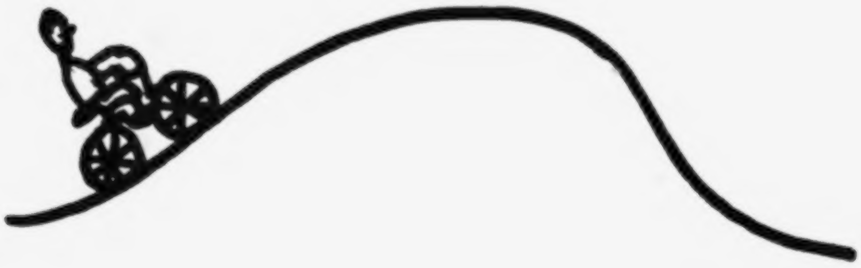




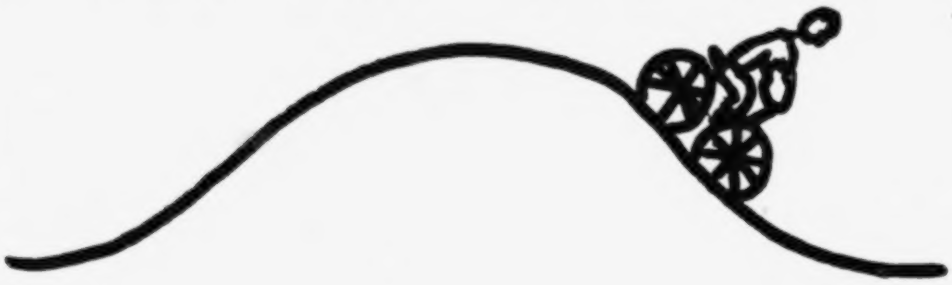
ræ can ried æ biec.



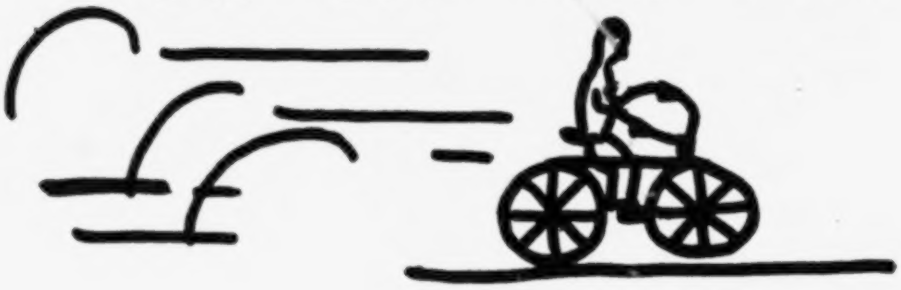
hee can ried up hil.



hee can ried doun hil.



hee can ried fast.



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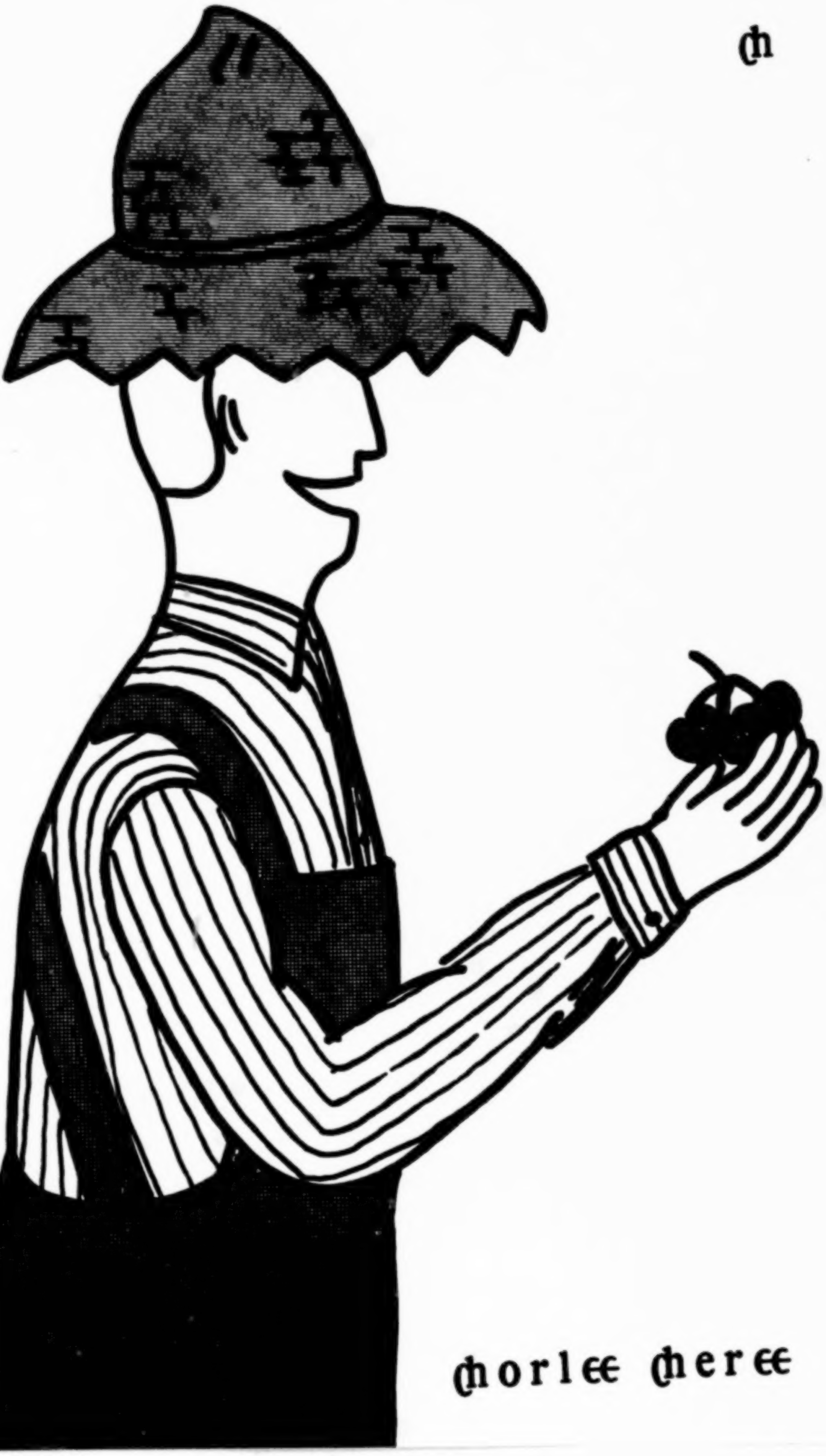

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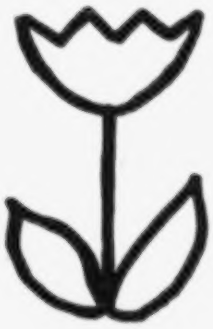

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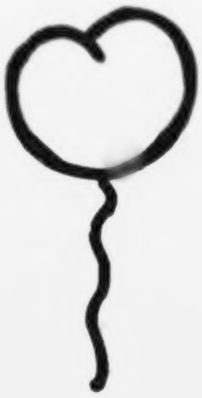

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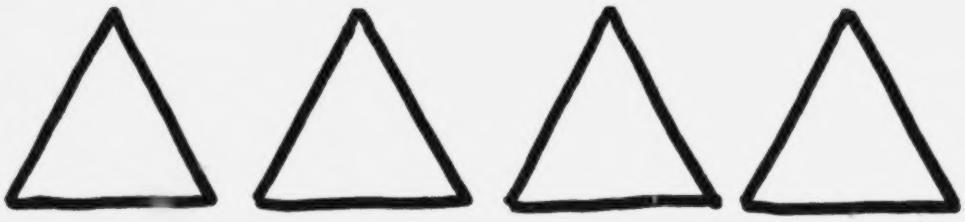
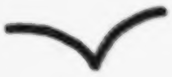
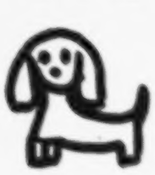


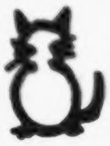
chitr, chatr sed thu brd.



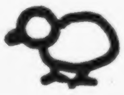
bou wou sed thu daug.



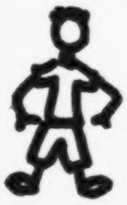
meeou meeou sed thu cat.



cheep cheep sed thu chic.



woch mee sed thu boi.



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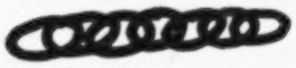

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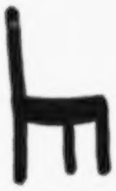

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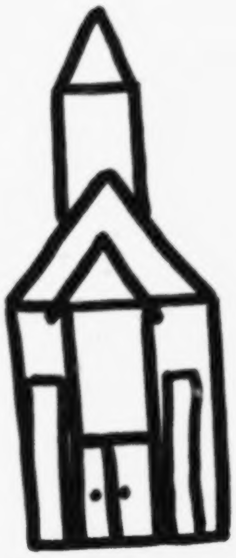

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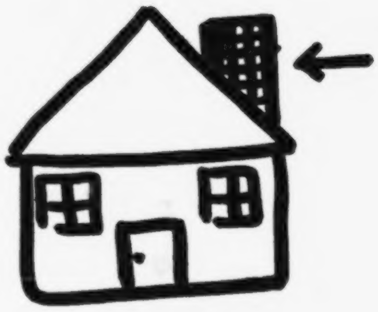

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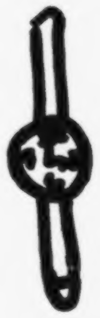

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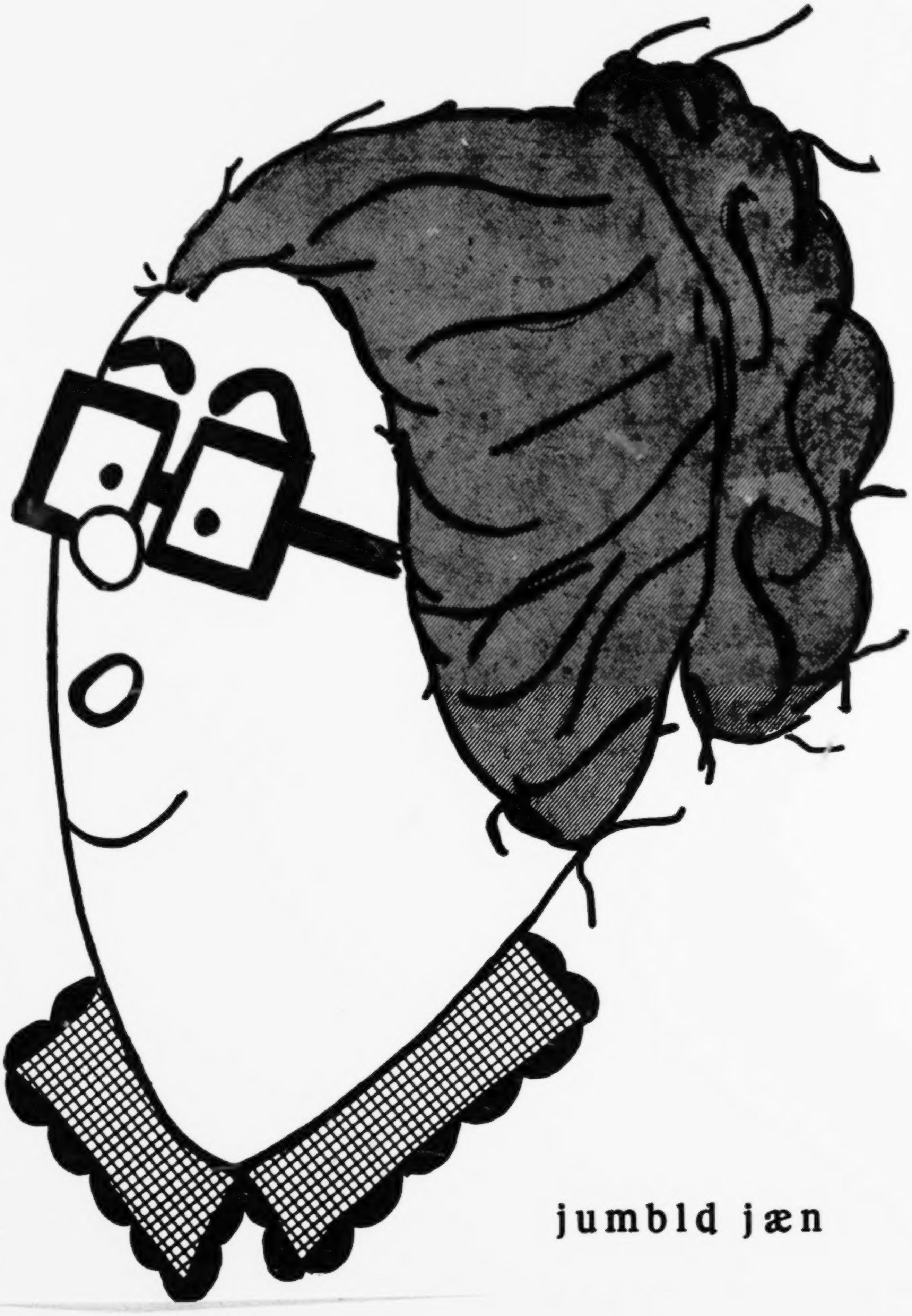

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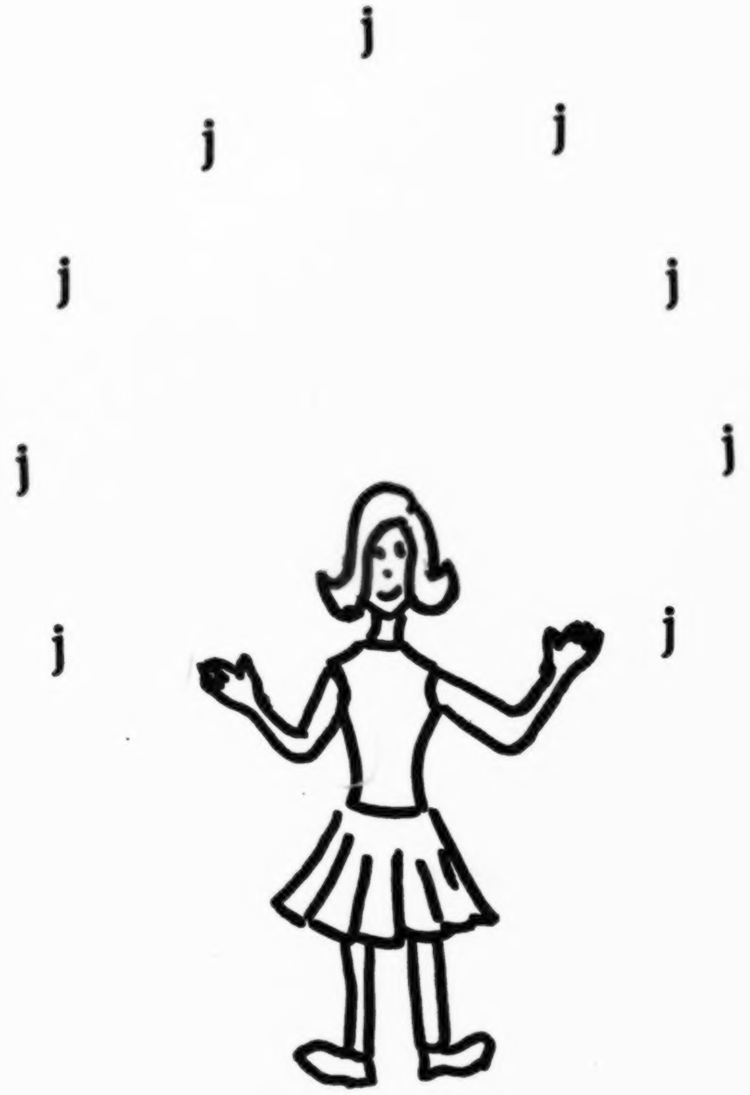
mæc æ jump rœp for jæn.



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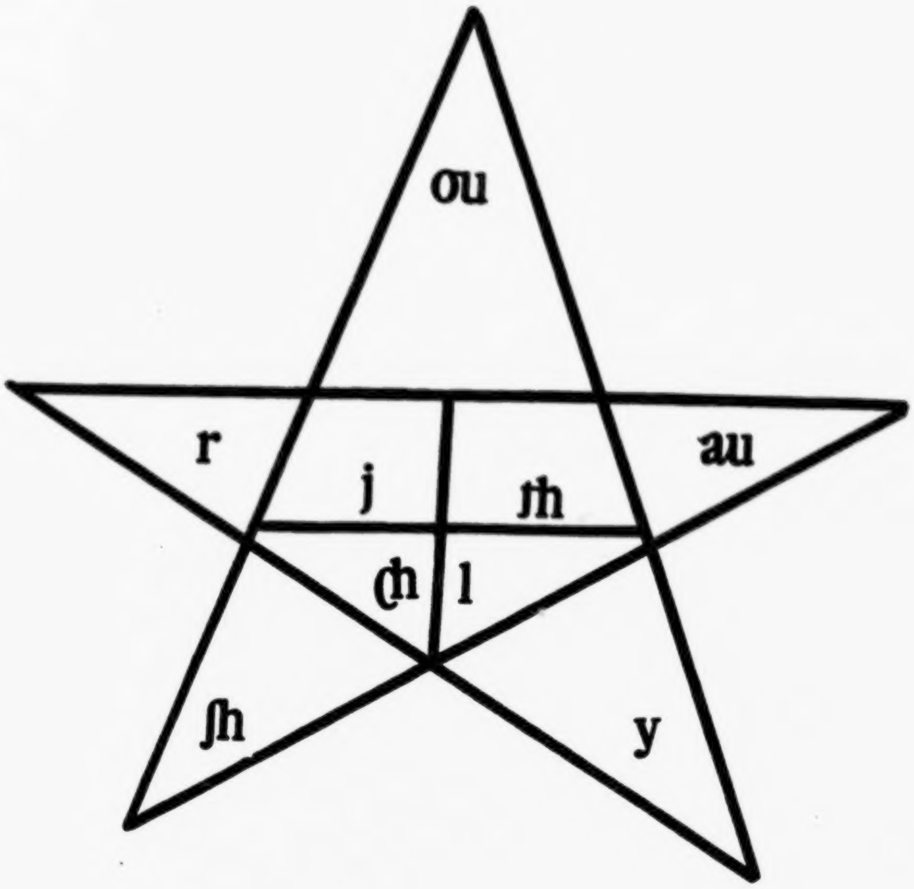
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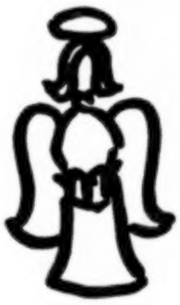

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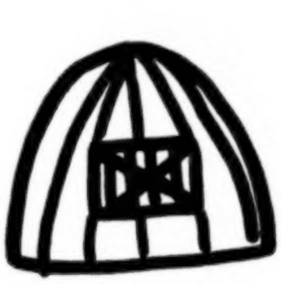

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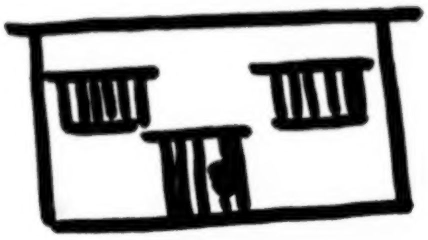

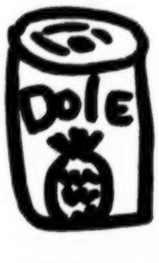

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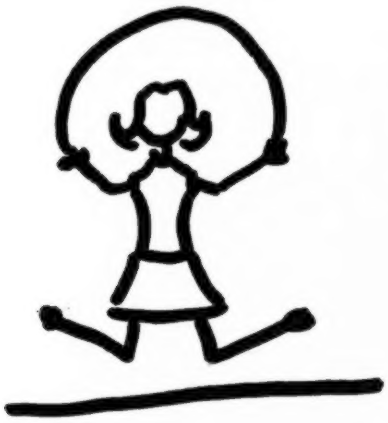

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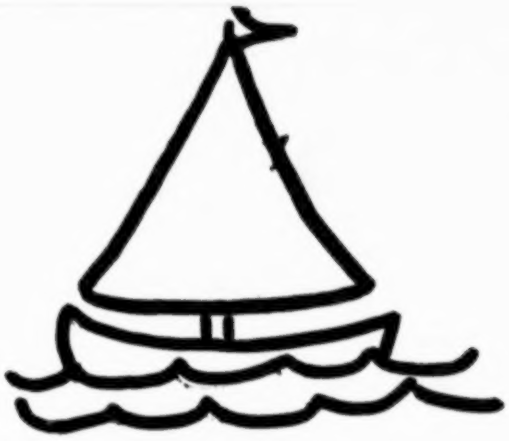
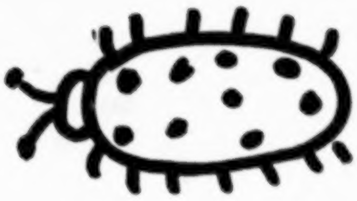
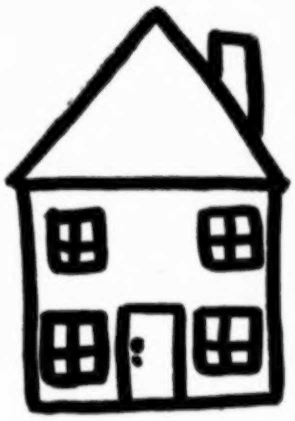
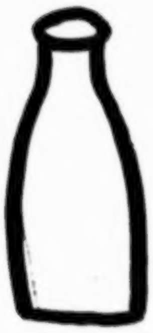
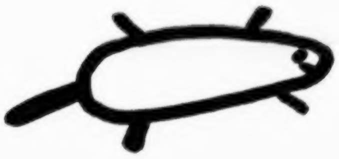
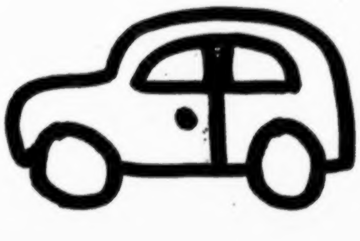


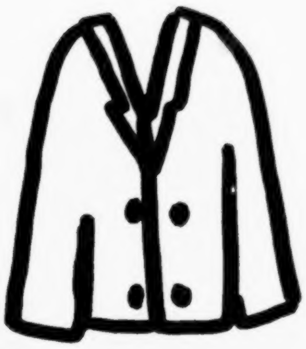


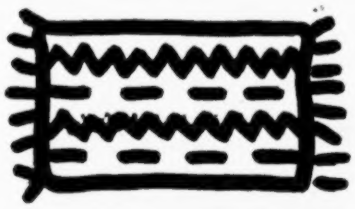






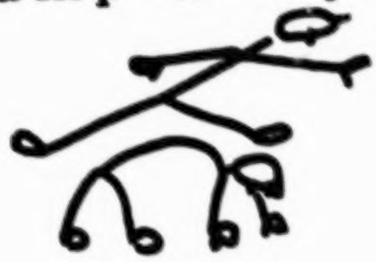






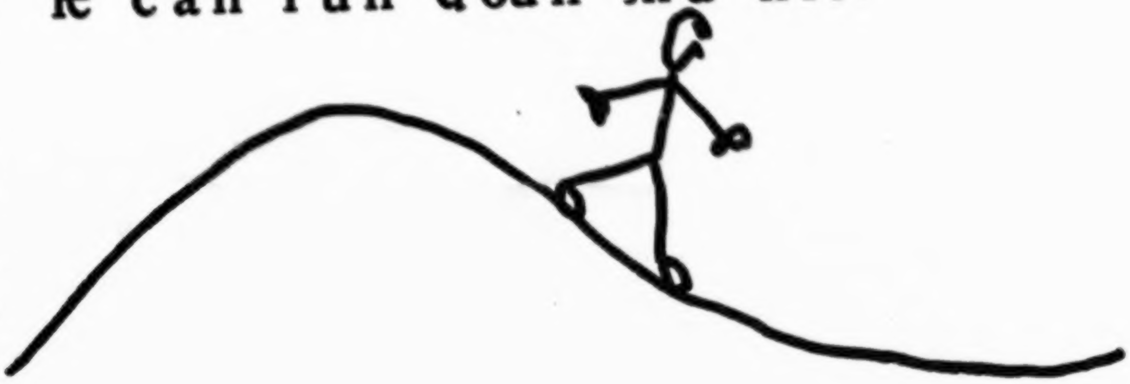
jump, jump , jump, sed jac.

ie can jump œvr yꝏr bac.



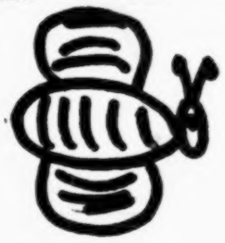
run, run, run sed jil.

ie can run doun ŧhu hil.



buz, buz, buz, sed ŧhu bee.

dꝏ not cum tꝏ clœs tꝏ mee.



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Ronald Goldman, Ph.D. and Martha E. Lynch, M.S.

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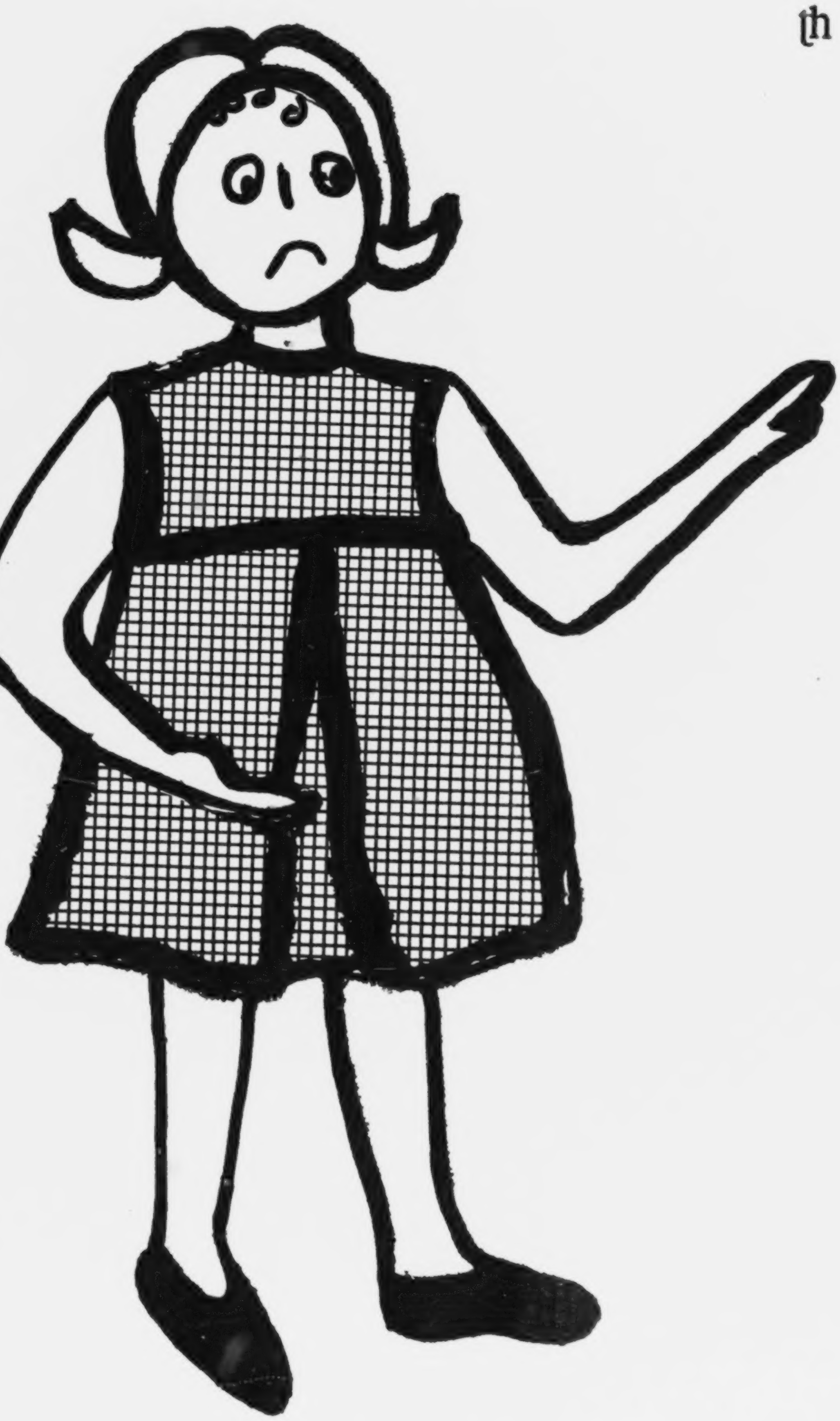

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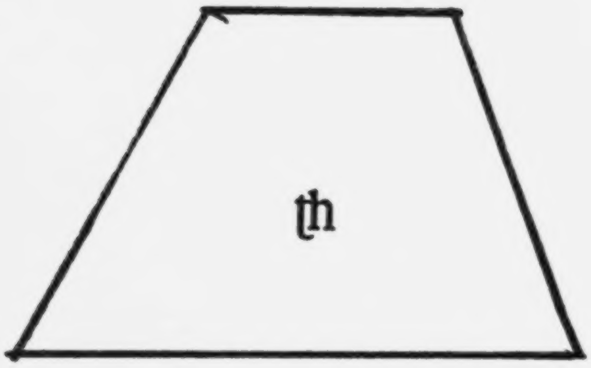

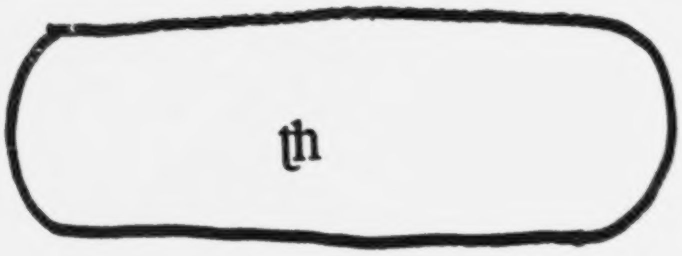

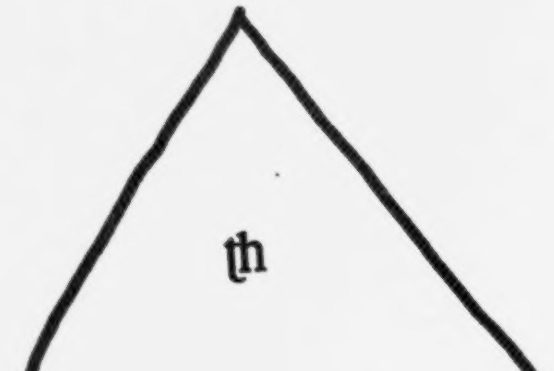

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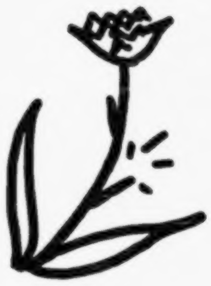

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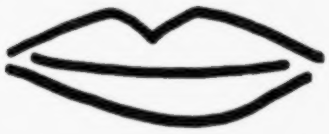

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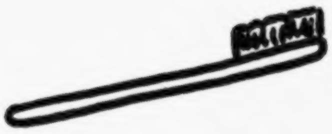

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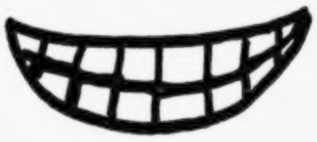

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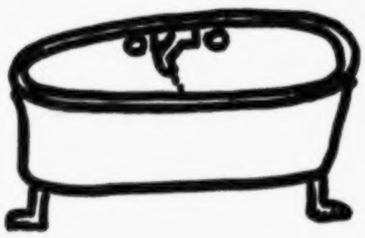

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Prepared at the Bill Wilkerson Hearing and Speech Center
by
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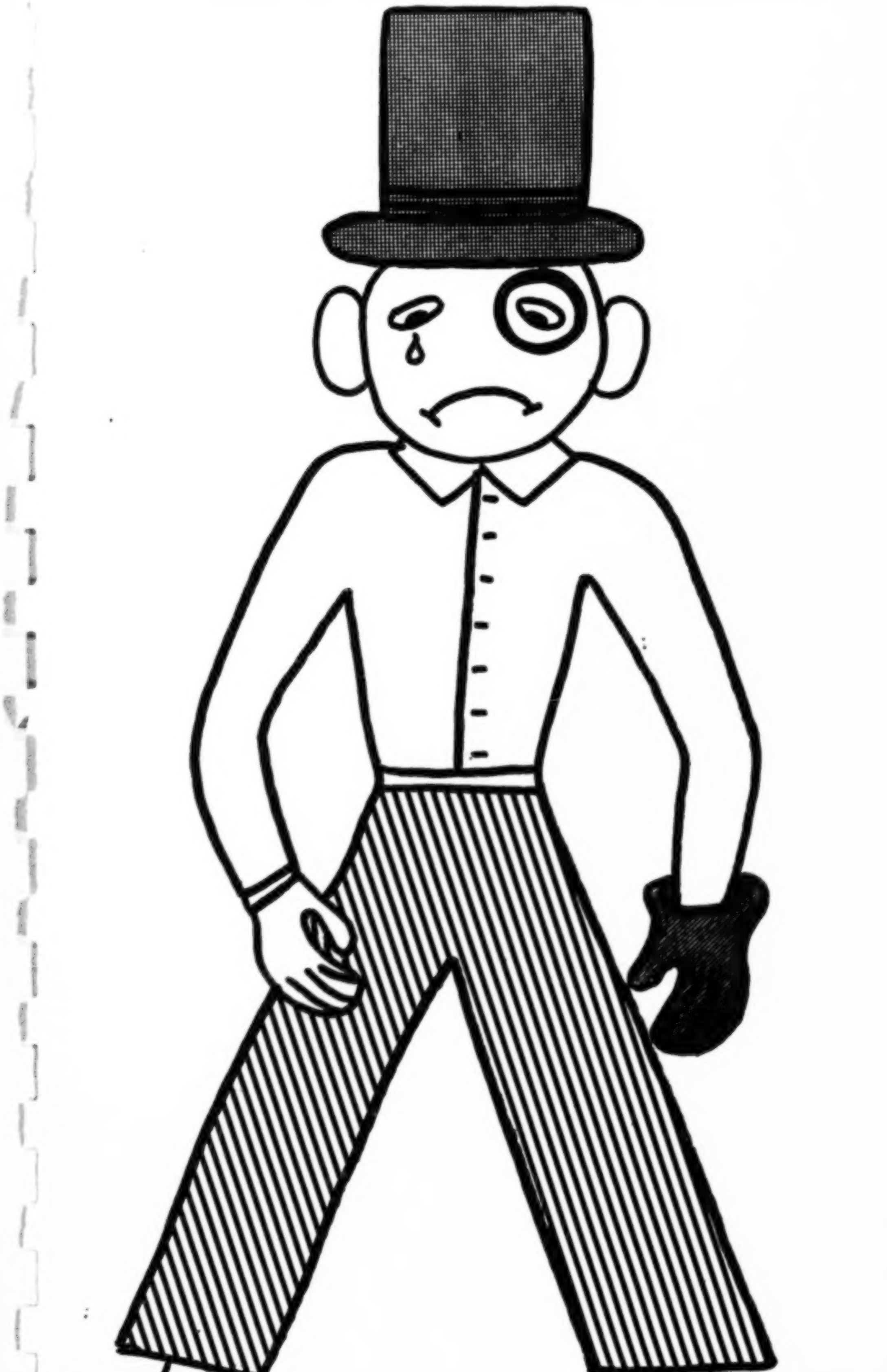

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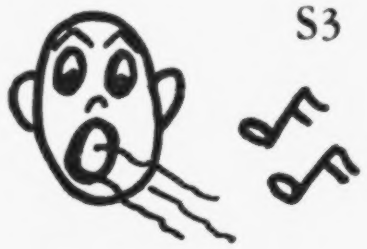

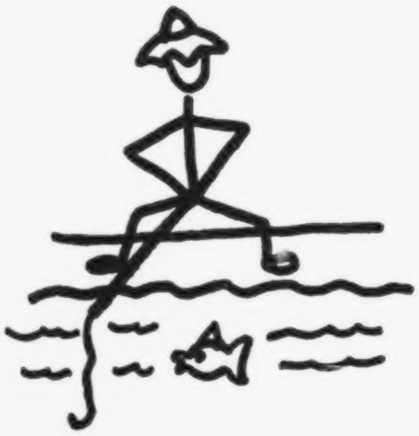

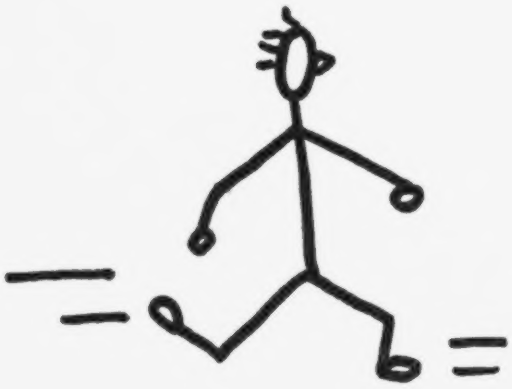

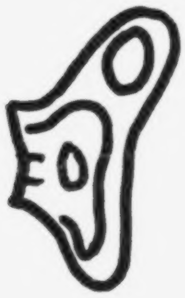

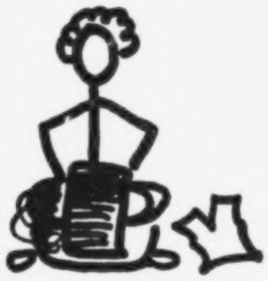

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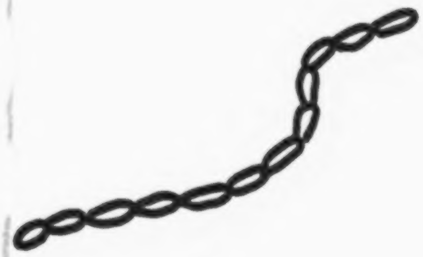

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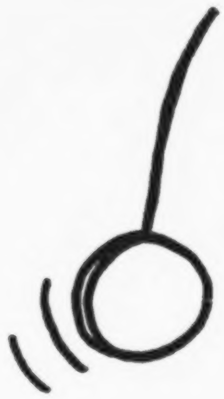

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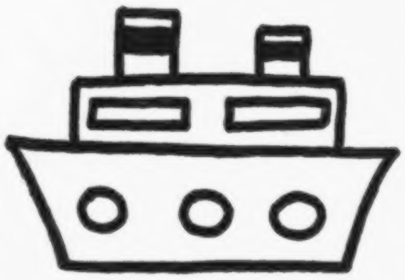

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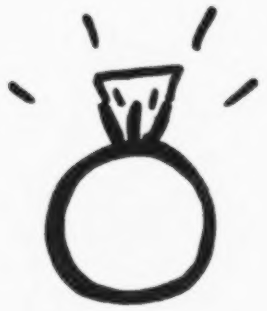

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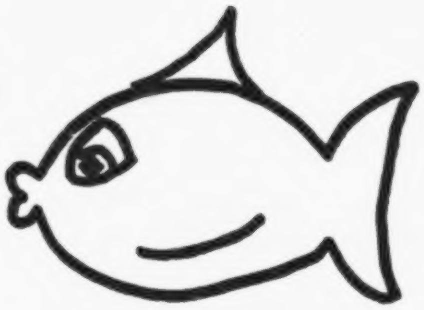

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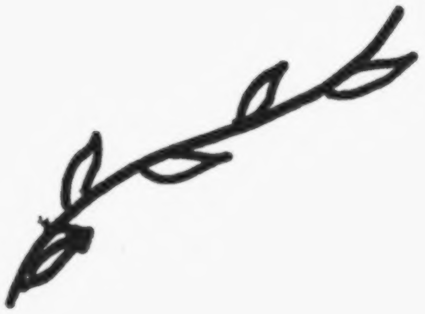

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